

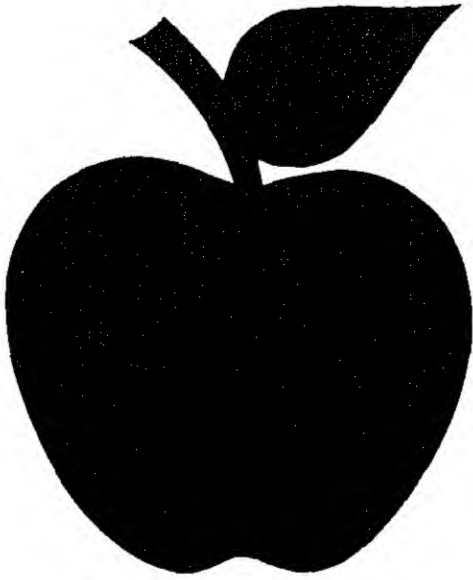
IPEDS

- Vol - I

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

LESS THAN TWO-YEAR INSTITUTIONS
JANUARY 1986

CS Form 21, 1/86



IPEDS

INTEGRATED POSTSECONDARY
EDUCATION DATA SYSTEM

LESS THAN TWO-YEAR INSTITUTIONS
JANUARY 1986



Completion instructions—when the survey is completed, return to your State Coordinator for forwarding to the National Center for Education Statistics (NCES). If your institution is not represented by a Coordinator at the State level, return the survey form directly to:

IPEDS Processing Center — VSE
P.O. Box 4907
Alexandria, VA 22303-0907



Questions—if there are any questions about this form, contact:

Susan G. Broyles
(202) 254-6503



Due Date—January 31, 1986

*This form is authorized by
law (20 U.S.C. 1221 e-1).
While you are not required
to respond, your
cooperation is needed to
make the results of this
survey comprehensive,
accurate, and timely.*

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INTRODUCTION

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- II. What Can IPEDS Do For You?
- III. IPEDS State Coordination Plans
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- V. Relationship to Other Federal Surveys
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IPEDS COMPONENTS

- Institutional Characteristics (IC)
- Completions (C)
- Occupational Specific Program Enrollment (EP)
- Fall Enrollment (EF)
- Institutional Activity (EA)
- Finance (F)
- Salaries and Fringe Benefits (SA)
- Staff (S)
- Libraries (L)

IPEDS FORMS AND INSTRUCTIONS

IPEDS GLOSSARY

1. WHAT IS IPEDS?

IPEDS is a system of surveys designed to collect data from primary providers of postsecondary education. The areas covered in IPEDS include institutional characteristics, enrollment, completions, financial aid, staff, and salaries.

Why and How Was it Developed?

One of the tasks charged to the Center for Statistics (CS) by Congress is to report on the condition of postsecondary education in the United States. To do this, CS must describe postsecondary education and follow changes in its size, character, providers, and participants.

In the past, CS has accomplished this through three major surveys: The Higher Education General Information Survey (HEGIS), The Vocational Education Data System (VEDS), and The Survey of Noncollegiate Postsecondary Schools with Occupational Programs. The data from these surveys have been supplemented by "special studies," including periodic HEGIS surveys (e.g., Residence and Migration of College Students, Surveys of College and University Libraries); a sample survey of Recent College Graduates, Fast Response Surveys, and collaborative surveys with other Federal agencies. Through the development, implementation and operation of these surveys, CS became aware of several inherent methodological problems. For example, because of considerable overlap in the data collection universes associated with HEGIS and VEDS, institutions involved in both of these collection efforts were confronted with extra data burden. Even so, CS could not synthesize the extra information due to differences in data definitions, survey procedures, and the like.

tion, several segments of a larger universe of providers of postsecondary education were not included or even identified in these data collection efforts. Thus, a complete description of the postsecondary education enterprise could not be provided by this survey program.

In recognition of these problems and based upon recommendations from the PSE community, CS developed the Integrated Postsecondary Education Data System (IPEDS) over a three-year period. IPEDS encompasses all providers of postsecondary education and permits a complete and adequate description of the postsecondary education enterprise. Throughout its development, every step was taken to ensure that IPEDS meets the following objectives:

- o Eliminate duplication and redundancy in postsecondary education data collection;
- o Minimize data burden;
- o Permit similar data to be comparable across postsecondary sectors;
- o Allow for the unique factors of the different postsecondary sectors; and
- o Provide valid and reliable statistics from postsecondary education providers.

Definition of Postsecondary Education

This system defines postsecondary education as the provision of formal instructional programs whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or equivalent. This is to include programs whose purpose is academic,

vocational and continuing professional education, and to exclude avocational and adult basic education programs.

Scope of the Postsecondary Education Data System

In defining the scope of this effort, CS recognized that postsecondary education is conducted by a variety of providers, however, IPEDS is limited to those institutions (or an entity within an institution) whose primary purpose is the provision of postsecondary education. The following providers are included in the conceptual framework underlying the IPEDS data collection:

- I. Baccalaureate or Higher Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that award at least a baccalaureate or higher degree in one or more programs.
- II. Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a two-year formal award (certificate or associate degree) or have a two-year program that is creditable toward a baccalaureate or higher degree in one or more programs, but do not award a baccalaureate degree.
- III. Less Than Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration and result in a terminal occupational award, or are creditable toward a formal two-year or higher award.

Design Features

IPEDS employs several new concepts in the collection of postsecondary institutional education data.

- o Definitions that are both (1) relevant to all providers of postsecondary education and (2) consistent among components of the system have been formulated and tested.
- o A set of data elements has been established to identify characteristics common to all providers of postsecondary education.
- o Specific data elements have been established to define the unique characteristics of various providers of postsecondary education.
- o Relationships and dependencies among the several components of IPEDS have been established to avoid duplicate reporting and to enhance the policy relevance and analytic potential of the data.
- o IPEDS has recognized the problems involved in trying to make inter-State and inter-institutional comparisons using cross-sectional secondary data and has addressed many of these problems through the use of clarifying questions - questions that ask what was not included in a reported count or total.
- o Specialized but compatible reporting formats have been developed for different sectors of postsecondary education providers. In general, the reports developed for postsecondary institutions granting baccalaureate and higher degrees are the most extensive; forms for the 2-year, and less-than-2-year award granting sectors request less data. This design feature accommodates

the varied operating characteristics, program offerings and reporting capabilities which differentiate postsecondary institutional sectors while at the same time yielding comparable statistics for the same parameters of all postsecondary institutional sectors.

The system consists of several integrated components that will collect and disseminate information on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered and what programs are completed, and the resources involved in the provision of institutionally based postsecondary education, both human resources and financial resources. Specifically, the components include:

- o Institutional Characteristics
- o Total Institutional Activity
- o Fall Enrollment (and Compliance Report)
- o Fall Enrollment in Occupationally Specific Programs
- o Residence of First-time Students
- o Completions (and Compliance Report)
- o Finance
- o Staff
- o Salaries of Full-time Instructional Faculty
- o Libraries in Postsecondary Institutions

WHAT CAN IPEDS DO FOR YOU?

- o You will be included in the National Postsecondary School File which will be made available to Career Information Delivery Systems throughout the Nation. These systems are accessed by over 5 million potential students each year.
- o Information on your school will help influence federal and state policy decisions on student financial aid and other funding issues.
- o It will allow military and industrial recruiters to identify sources for special skills.
- o Data will facilitate economic development in your local area by identifying concentrations of trained manpower.
- o It will allow you to become aware of other schools offering similar programs and services.
- o It will keep you informed of changes in the supply of trained manpower and the availability of specialized programs.
- o IPEDS is part of the Vocational Education Plan for Postsecondary Education (PL 98-524).
- o It will reduce the need to respond to multiple education-related surveys, and will facilitate the collection of State-level data.

IPEDS STATE COORDINATION PLAN

A recommendation was made by the State Higher Education Executive Officers (SHEEO)/CS Network representatives at their national conference in June 1985, and approved unanimously by the SHEEO Association members at their annual conference in July 1985 that each State should plan and develop its own coordination response plan for carrying out certain IPEDS-related functions. A key part of the recommendation involved each SHEEO, Chief State School Officer (CSSO), initiating together discussion with other appropriate state personnel their State's coordinated response and then informing CS of that plan.

Accordingly, the SHEEO/CS Network Project Director, John Wittstruck, telephoned all of the State's SHEEO's on July 30, 1985. He asked them to contact their State's CSSO and, with that person, invite an appropriate group of State-level representatives to a series of meetings to plan that State's coordinated response to IPEDS. Wittstruck asked that the final plan be summarized in a letter to CS signed by both the SHEEO and the CSSO, and that that letter should contain the following key information:

1. The name, title, agency, address, and phone number of the designated State-wide IPEDS Coordinator;
2. The name, titles, agencies, addresses, and phone numbers of the members of the State's Coordinated Response Team;
3. The names, titles, agencies, addresses, and telephone numbers of the persons who participated in developing the State's coordinated response plan (if different from #2 above);
4. Description of how the State's coordinated response plan will operate including: a) how the survey instruments for the

different institutional categories of the IPEDS universe will be distributed to the institutions: and b) how the data from the institutions will be delivered to CS with the quality of the data, and the timeliness of their submittal, assured.

Forty-four States (including the District of Columbia and Puerto Rico) have appointed a single, Statewide IPEDS coordinator. Eight States have appointed two IPEDS coordinators. In such cases, responsibilities are segmented between the collegiate and non-collegiate institutions, or between the public collegiate institutions and all other kinds of institutions in the State. Listed below are the names of the Statewide IPEDS Coordinators for each State. Contact your State's coordinator for information about 1) procedures to be followed in the State's coordinated response plan when you collect and submit IPEDS data; and 2) the names, addresses and phone numbers of your State's Coordinated Response Team members with whom you may be working.

ALABAMA: ALL INSTITUTIONS

Edward P. Rutledge
Director of Information Systems
The Alabama Commission of Higher Education
One Court Square, Suite 221
Montgomery, AL 36197
Phone: (205) 269-2700

ALASKA: ALL INSTITUTIONS

Ronald A. Phipps
Director for Academic Planning and
Research
Commission on Postsecondary Education
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Juneau, AK 99811
Phone: (907) 465-2854

ARIZONA: ALL INSTITUTIONS

Richard R. Erbschole
Executive Director
Commission for Postsecondary
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1937 West Jefferson
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ARKANSAS: TWO-YEAR AND ABOVE

John Spraggins
Associate Director
Arkansas Department of Higher
Education
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Phone: (501) 371-1441

ARKANSAS: LESS THAN TWO YEAR

Doris Steward
Student Data System Specialist
State Department of Education
Vocational and Technical Division
Education Building-West
Little Rock, AR 72201
Phone (501) 371-1855

CALIFORNIA: ALL BUT PROPRIETARY

Marc Irish
Information Systems Supervisor
California Postsecondary Education
Commission
1020 - 12th Street
Sacramento, CA 95814
Phone: (916) 322-8022

COLORADO: ALL INSTITUTIONS

Mark Chisholm
Director of Information,
Management and Research
Commission on Higher Education
1300 Broadway, 2nd Floor
Denver, CO 80203
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CONNECTICUT: HEGIS SCHOOLS

Zelda Lessne
Department of Higher Education
61 Woodland Street
Hartford, CT 06105
Phone: (203) 566-3640

CONNECTICUT: STATE VOCATIONAL-TECHNICAL SCHOOLS

Ann Santagata
State Department of Education
P.O. Box 2219
Hartford, CT 06145
Phone (203) 566-5541

DELAWARE: ALL INSTITUTIONS

John F. Corrozi
Executive Director
Delaware Postsecondary Education
Commission
820 French Street
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Phone (302) 571-3240

WASHINGTON, D.C.: ALL INSTITUTIONS

Shella Drews
Supervisory Educational Planner
Office of Postsecondary Education,
Research and Assistance
1331 H Street, N.W., Suite 600
Washington, D.C. 20005
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FLORIDA: ALL INSTITUTIONS

Jack Tebo
Associate for Policy Analysis
State Department of Education
Knott Building
1701 Capitol
Tallahassee, FL 32301
Phone: (904) 488-1812

GEORGIA: PUBLIC INSTITUTIONS

Haskins Pound
Vice-Chancellor for Research
and Planning
University System of Georgia
244 Washington Street, S.W.
Atlanta, GA 30334
Phone: (404) 656-2213

GEORGIA: PRIVATE INSTITUTIONS

Fred Kiehle
Coordinator of Planning
State Board of Postsecondary
Vocational Education
Twin Towers West, Suite 1004
Atlanta, GA 30334
Phone: (404) 656-6714

HAWAII: ALL INSTITUTIONS

Ernest E. Petrich, II
Director
Office of Institutional Research
and Analysis
University of Hawaii
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Honolulu, HA 96822
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IDAHO: ALL INSTITUTIONS

Steven Schmidt
Management Information Officer
Office of the State Board of
Education
650 West State Street, Rm. 307
Boise, ID 83720
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ILLINOIS: ALL INSTITUTIONS

Robert A. Wallhaus
Deputy Director, Academic Affairs
Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield, IL 62701
Phone (217) 782-2551

INDIANA: ALL INSTITUTIONS

Linda Piper
State of Indiana
State Board of Vocational-
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Illinois Building, Rm. 401
17 W. Market Street
Indianapolis, IN 46204
Phone: (317) 232-1898

IOWA: PUBLIC FOUR-YEAR UNIVERSITIES

Robert J. Barak
Deputy Executive Secretary
& Director of Academic Affairs/
Research
State Board of Regents
Lucas State Office Building
Des Moines, IA 50319
Phone: (515) 281-3939

IOWA: ALL OTHER INSTITUTIONS

Ned Johnson
Iowa College Aid Commission
Jewett Building
Des Moines, IA 50309
Phone: (515) 281-3501

KANSAS: ALL INSTITUTIONS

Julian Efird
Research Analyst
Kansas Legislative Educational
Planning Committee
State House, Room 545-North
Topeka, KS 66612
Phone: (913) 296-3181

KENTUCKY: ALL INSTITUTIONS

Sue D. McDade
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Education Statistics
Kentucky Council on Higher Education
1050 U.S. 127 South
Frankfort, KY 40601
Phone (502) 564-7980

LOUISIANA: TWO-YEAR AND ABOVE

Sharon Beard
Deputy Commissioner
Louisiana Board of Regents
161 Riverside Mall
Baton Rouge, LA 70801
Phone: (504) 342-4253

LOUISIANA: LESS THAN TWO YEAR

Elaine Webb
Assistant Superintendent
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State Department of Education
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Baton Rouge, LA 70804-9064
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MAINE: UNIVERSITY OF MAINE SYSTEM

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University of Maine
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MAINE: ALL ELSE

Robert B. Hawkins
IPEDS Coordinator
State of Maine Department of
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MARYLAND: ALL INSTITUTIONS

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MASSACHUSETTS: TWO YEAR AND ABOVE

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MASSACHUSETTS: LESS THAN TWO YEAR

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MICHIGAN: ALL INSTITUTIONS

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Higher Education Management Services
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MISSISSIPPI: ALL INSTITUTIONS

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Board of Trustees of State
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MISSOURI: ALL INSTITUTIONS

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Coordination Board for Higher
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MONTANA: ALL INSTITUTIONS

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NEBRASKA: ALL INSTITUTIONS

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NEVADA: PUBLIC

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NEVADA: ALL PRIVATE

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NEW HAMPSHIRE: ALL INSTITUTIONS

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NEW JERSEY: ALL TWO YEAR AND ABOVE

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State Department of Higher Education
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NEW JERSEY: ALL LESS THAN TWO YEAR

Greg Schuler
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NEW MEXICO: ALL INSTITUTIONS

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NEW YORK: ALL INSTITUTIONS

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New York State Education
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NORTH CAROLINA: PUBLIC AND NONPROFIT

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NORTH DAKOTA: ALL INSTITUTIONS

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OREGON: ALL INSTITUTIONS

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PUERTO RICO: ALL INSTITUTIONS

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WASHINGTON: ALL INSTITUTIONS

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WEST VIRGINIA: ALL INSTITUTIONS

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WYOMING: ALL INSTITUTIONS

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IV. NATIONAL POSTSECONDARY SCHOOL FILE

This file will be an automated summary of selected characteristics of all postsecondary schools in the IPEDS universe. The file will be developed to aid Federal, State, and local government and non-government career guidance planners.

The Center for Statistics worked closely with the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committees (SOICCs) so that we could supply data needed for their Statewide Career Information Delivery System (CIDS). We included data items on the IC form for this specific purpose of producing a postsecondary school file.

CIDS deliver national, State and local information to individuals who are exploring careers or seeking employment. They provide relevant occupational and educational information for making job and career decisions that people face at different stages of their lives.

The systems offer an important resource for vocational and career education programs, career and employment counseling, job placement, and educational planning. They can be used throughout a State, in a wide variety of settings, such as secondary schools, postsecondary institutions, libraries, public and private job development and training facilities, employment agencies, vocational rehabilitation centers, and community-based organizations.

In the past, with the HEGIS survey, data for each survey was on a separate tape. Now, for the first time, key characteristics such as size of an institution, program offerings and tuition will be merged with the Institutional Characteristics data to develop a postsecondary school file.

V. RELATIONSHIP TO OTHER FEDERAL SURVEYS

The U.S. Department of Education's Center for Statistics (CS) has devoted considerable effort to assuring that the Integrated Postsecondary Education Data System (IPEDS) does not duplicate other data collection activities involving postsecondary education providers. In addition to assessing the data collection efforts of other Federal agencies (e.g., National Science Foundation, Department of Agriculture, Department of Defense, Census Bureau, Bureau of Labor Statistics) through examination of their forms, CS has had on-going discussions with other Education Department offices (e.g., Office for Civil Rights (OCR), Office of Postsecondary Education (OPE), Office of Vocational and Adult Education (OVAE)) and with the Equal Employment Opportunity Commission (EEOC) to ascertain their need for data and the role IPEDS can play in meeting those needs. Duplication has been avoided and data needs have been incorporated into IPEDS. Some specifics of CS efforts to avoid duplication are detailed below.

Table A indicates the postsecondary Institutional and State collection activities of various Federal programs and their relationship to IPEDS.

Racial/ethnic detail was collected by CS for the first time in the fall 1976 to satisfy compliance requirements of the Office for Civil Rights (OCR). Inclusion of these race categories in the 1976 Fall Enrollment survey made it possible for OCR to eliminate its own Higher Education Compliance Report for that year and to establish a mechanism for collecting compliance data biennially through CS surveys. Cooperation between OCR and CS has also resulted in the use of CS surveys to collect racial

ethnic detail on completions and thus reduce the number of requests for information made by ED of postsecondary institutions.

With respect to staff data, although EEOC will collect data through EEO-6 from institutions with fifteen or more full-time employees, IPEDS will collect much more limited staff data from smaller institutions. CS will then pass the EEO-6 staff report along with the IPEDS staff data so a comprehensive picture of staff in postsecondary education can be drawn. This coordination will begin in 1987. ED, CS and EEOC have drafted an agreement document to formalize this coordination effort. In 1985 EEOC will use CS' universe and the IPEDS institutional characteristics data in lieu of collection of separate IC information on the EEO-6 form. Not only does this avoid duplication, it helps to reduce burden.

CS is the only centralized bureau that provides for the collection and dissemination of national statistics on postsecondary education. One result of CS efforts, and data system such as IPEDS, is the standardization of postsecondary data element definitions and reporting formats across the States and institutions. Standardization effectively reduces duplicative reporting and respondent burden because States tend to use CS data as the core for their own postsecondary data collection activities; and there is less need for States or institutions to collect data on their own from other States and institutions.

To ensure that IPEDS would help reduce duplication by providing a national data base in postsecondary education, CS examined State non-Federal data collection efforts in great depth and has been in close contact with State officials and institutional personnel throughout IPEDS' development. See below for outside consultations.

OUTSIDE CONSULTATIONS

The Integrated Postsecondary Education Data System was developed in conjunction with providers and users of postsecondary education data. Throughout the development of the project, opportunities have been taken to discuss the project with data respondents, federal agencies, data users, and any other interested parties. The number of persons contacted within the past three years is literally in the hundreds. Reactions have been solicited and incorporated into the work completed thus far. Highlights of this consultation process, which will be discussed below, include:

- a. Formulation of a National Planning Committee to serve in an ongoing advisory capacity to the project.
- b. Discussion with Federal agency personnel, Congressional Committee members and private associations on their needs for postsecondary education data.
- c. Formulation of two committees composed entirely of data provider and subject matter experts to review all drafts of IPEDS finance and student data forms.
- d. Discussions of draft forms with data users and providers: State agency personnel, Federal agencies, postsecondary education association researchers.
- e. Feasibility site visits.
- f. The American Library Association for the libraries in postsecondary Institutions component.
- g. Workshops on IPEDS State agency representatives.
- h. The Association for Institutional Research (AIR) Task Force.

These consultations have contributed invaluable information at all stages of the planning and development process. The type of contributions obtained through the consultations may be noted from the following summaries.

National Planning Committee (NPC). This committee has met six times since December, 1982, and along with CS personnel, has defined the basic parameters of IPEDS. These parameters included:

1. Definition of the universe of interest; and
2. Types of data to be collected.

SURVEYS OF POSTSECONDARY INSTITUTIONS

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	NOICC
ent							U	
icity	C	U	U*					
	C	U	U*					
	C	U						
ent								
onally								
ograms						U		
icity	C		U					
	C		U					
ent								
ted								
	C		U*					
	C	U						
icity	C	U	U*		U*	U*		
	C	U	U*		U*	U*		
&								
ures	C	U					U	
stitution								
	C							
res					C	U	U	
							C	

collects data

uses data

ould collect data, if another agency were not already
ng these data.

SURVEYS OF POSTSECONDARY INSTITUTIONS (Cont.)

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
<u>Staff</u>							
<u>Fall Staff</u>	C(U)*	U	U*	C			
(supplemental to EEOC) ^^							
<u>Sex</u>	C(U)*	U	U*	C			
<u>Race/ethnicity</u>				C			
<u>Salaries by intervals</u>				C			
<u>Salaries of Full Time Instructional Faculty</u>	C	U					U
<u>Local Credit Activity</u>	C	U					U

Agency collects data

Agency uses data

Agency would collect data, if another agency were not already
collecting these data.

= IPEDS will collect data only from those institutions in the PSE universe
not surveyed by EEOC and in less detail than EEOC.

POSTSECONDARY SURVEYS OF INDIVIDUALS

IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	NOICC/S
s	C			U*	U	U	
owup)							
ec	C			U*		U	
s	C			U*		U	
	C			U*	U	U	
				U*	U	U	
							U
	C			U*	U		
	C			U*	U		U

udy of							
students	C			U*		U	
cs	C			U*		U	
s	C			U*		U	
y patterns	C			U*		U	
	C			U*	U		U
	C			U*	U		U
	C			U*	U		U
ow up	C			U*	U		U

ects data

s data

and collect data, if another agency were not already
these data.

POSTSECONDARY SURVEYS OF INDIVIDUALS (Cont)

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
Participation							
Adult Education		U*					U
Non-Credit		U*					U
Non-traditional							
Providers		U*				U	
Adult Basic							
Education		U*					
Recreational/ Vocational							
Education		U*					
<hr/>							
Follow-up		C					U*
Four-year Degree							
Recipients							
<hr/>							
Part-time,							
Full-time							
Freshmen							C
Characteristics							C
Attitude							C
Financial Aid							C
<hr/>							
Student Financial							
Application							
Forms							C
<hr/>							
Staff in PSE							
Characteristics		C			U*	U	
Job Status		C			U*		
Credentials		C			U*		
Salary/Earnings					U*		
Description of							
Facilities		C			U*	U	

Agency collects data

Agency uses data

Agency would collect data, if another agency were not already collecting these data.

POSTSECONDARY SURVEYS OF STATES

IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	NOICC/SOI
-------	-------------	-----	------	---------------------	------	-------------	-----------

				U*	U*	C^^	
--	--	--	--	----	----	-----	--

				C	U		
--	--	--	--	---	---	--	--

				U*	C	U	
				U*	C	U	

				U*	C	U	
--	--	--	--	----	---	---	--

				C			
--	--	--	--	---	--	--	--

				C			
--	--	--	--	---	--	--	--

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collect data, if another agency were not
cting these data.

the Office of Planning, Budgeting, and Evaluation

POSTSECONDARY SURVEYS OF INDIVIDUALS (Cont)

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
Participation in Postsecondary Education		U*					
Non-credit		U*					U
Collegiate Edu- cation		U*					U
Vocational Edu- cation		U*					U
Non-traditional Providers		U*					U

Agency collects data

Agency uses data

Agency would collect data, if another agency were not already
collecting these data.

HOW INSTITUTIONS FIT INTO THE IPEDS SYSTEM

Your institution will fit into the IPEDS system based on its control (public, private non-profit, private profit) and highest level of offering. The category in which your institution fits determines the forms that will be sent to your institution.

Table B provides a matrix indicating which forms each of the different types of institutions will receive.

DEFINITIONS:

Public - An educational institution operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported primarily by public funds.

Private (Non-Profit) - An educational institution which is controlled by an individual or by an agency other than a State, a subdivision of a State, or the Federal government, usually which is supported primarily by funds other than public funds, and the operation of whose program is controlled by other than publicly elected or appointed officials.

Private (Profit) - An educational institution that is under private control and whose profits derived from revenues are subject to private ownership.

Less Than Two-Year Award Institutions - Institutions or subsidiary units whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration. These institutions offer, at a minimum, one program that results in a terminal award, or is creditable toward a formal two-year or higher degree. The categories in this group are characterized by length of program and number of programs offered.

Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and which confer at least a two-year formal award (certificate or associate degree) or have a two-year program that is creditable toward a baccalaureate degree.

er degree in one or more program areas. These institutions cannot
d a baccalaureate degree. The categories within this group are
acterized by length of program, and number program area offerings.

baccalaureate or Higher Institutions - Institutions or subsidiary ele-
s whos primary purpose is the provision of postsecondary education
that confer at least a baccalaureate or higher degree in one or more
rams. The categories within this group are characterized by type of
d, number of program, and number of awards conferred.

<u>Institutional Characteristics</u>							
<u>Enrollment</u> Fall Enrollment	IC1	IC1	IC1	IC2	IC2	IC3	IC2
	EF1	EF1	EF1	EF2	EF2	EF2	EF3
Total Institutional Activity	EA1	EA1	EA1	EA2	EA2	EA2	EA2
	EA1	EA1	EA1	EA2	EA2	EA2	EA3
Occupationally Specific Program Enrollment	EP	EP	EP	EP	EP	EP	EP
	EP	EP	EP	EP	EP	EP	EP
<u>Residence of First-Time Students</u>							
<u>Completions</u>	R1	R1	R1	R2	R2		
	C1	C1	C1	C2	C2	C2	C3
<u>Finance</u> Revenues and Expenditures	F1	F1	F1	F1	F1	F2	F3
	F1	F1	F1	F1	F1	F2	F2
<u>Staff</u> Fall	S	S	S	S	S	S	S
	S	S	S	S	S	S	S
Salaries and Fringe Benefits of Full-time Instructional Faculty	SA	SA	SA	SA	SA		SA
	SA	SA	SA	SA	SA		SA
<u>Libraries</u>							
	L	L	L	L	L	L	L
	L	L	L	L	L	L	L

1/Includes Vocational-Technical schools operated by Local Educational Agencies

(2) Postsecondary Certificate, Award or Diploma At Least One But Less Than Two Academic Years.	(8) Post-Master's Certificate
(3) Associate's Degrees	(9) Doctor's Degree
(4) Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years	(10) First-Professional Degree
(5) Bachelor's Degree	(11) First-Professional Certificate (Post Degree)

VII. PERIODICITY OF IPEDS SURVEYS

IPEDS Component

Institutional Characteristics

Fall Enrollment (totals)

Race/ethnicity

Age

Fall Enrollment in Occupationally

Specific Programs

Totals by Program

Racial/ethnicity by Program

Residence of First-Time Students

Institutional Activity

Completions

Totals by Award by Program

Race/ethnicity by Award and Program Area

Finance

Staff

Salaries of Full-time Instructional

Faculty

Libraries

A. IPEDS IMPLEMENTATION SCHEDULE

Component	1986	1987	1988	1989	1990
Institutional Characteristics	X	X	X	X	X
Financial Activity		X	X	X	X
Student Enrollment	X	X	X	X	X
Faculty	X		X		X
Financial Specific Enrollment		X		X	
Student	H	X	X	X	X
Faculty		X		X	
Financial	H	X	X	X	X
Student		X		X	
Financial Fringe		X		X	
Student	X		X		X
Faculty			X		

The HEGIS survey will be conducted.

In each cycle of data collection will be mailed out about July of each year except for Institutional Characteristics which will be mailed out in November of each year. Because of the different nature and timing of the data, however, the due dates, closeout dates, and the data release dates will vary by component.

The first mail-out of IPEDS forms in 1986 will not take place until

B. IPEDS SURVEY SCHEDULE OF DUE DATES

	<u>Form</u>	<u>Due</u>
Institutional Characteristics	IC	Janu
Fall Enrollment	EF	Nov
Fall Enrollment in Occupationally Specific Programs	EP	Nov
Institutional Activity	EA	Oct
Completions	C	Oct
Residence of First-Time Students	R	Nov
Finance	F	Nov
Fall Staff	S	Nov
Salaries of Full-Time Instructional Faculty	SA	Nov
Libraries	L	Nov

VIII. FORMS INFORMATION FOR 2 YEARS AND ABOVE INSTITUTIONS

Level of Control Highest Level Offering	Suggested Respondent	Periodicity	Initial Collection	Coverage	Due Date
types 2 or higher	Pres. Office	Annual	12/85	1985-86 Academic yr	1/31/86
Public, and Private -profit/ at least 2 yr but less than Baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr.	1/31/86
Private Profit least 2-yr less than baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr	1/31/86
types 2 or Higher	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	11/15/86
types 2 or Higher	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	11/15/86
types 2 or Higher	Registrar Inst Research	Every 4 yrs.	IPEDS 87	Fall 1987	11/15/87
types least 2-yr less than Bacc	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	11/15/86
types least 2-yr less than Bacc	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	11/15/86
		Every 4 years	IPEDS 87	Fall 1987	11/15/87
types 2 yrs. and above with Occup Programs	Registrar Inst Research	Biennial	IPEDS 87	Fall 1987	11/15/87
Types 2 or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/1/87
types 2 or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/1/87

EA 2 Parts A & B Total Credit Hours	All types At least 2-yr, but less than Bacc	Registrar Inst Research	Annual	IPEDS 87	7/86-6
Part C Undun. Headcount	All types At least 2-yr but less than Bacc	Registrar Inst Research	Biennial	IPEDS 87	7/86-6
R 1	All types Bacc or Higher	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall
R 2	Public, & Private Non-profit at least 2 yr but less than Baccalaureate	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall
C 1 Summary Report	All types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6
Compliance Report Summary Report	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6
C 2 Summary Report	All types at least 2 -yr but less than Baccalaureate	Registrar Inst Research	Annual	IPEDS 87	7/86-6
Compliance Report (Race)	All types at least 2-yr but less than Baccalaureate	Registrar Inst Research	Biennial	IPEDS 87	7/86-6
L	All types 2-yrs and above with Libraries	Librarian	Every 4 yrs	IPEDS 88	Fiscal y & Fall
F 1	All types Bacc or Higher	Business Officer Comptroller	Annual	IPEDS 87	Fiscal y

Profit -yr man ate	Business Officer Comptroller	Annual	IPEDS 87	Fiscal Yr.	11/15/87
Above	Pres. Office Academic Dean	Biennial	IPEDS 87	Fall 87	11/15/87
Above	Pres. Office Comptroller	Biennial	IPEDS 87	Fall 87	11/15/87

INSTITUTIONAL CHARACTERISTICS (Form IC2)

PURPOSE

The Institutional Characteristics (IC) data are the foundation of the entire IPEDS system. These data elements constitute the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollments, staff, graduates, and finance.

The information is essential to:

- o establish the survey control file for IPEDS;
- o create the basis for the National School File;
- o define parameters for establishing specific postsecondary Institutional sectors; and
- o develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that describe the universe of postsecondary education institutions in the United States and its outlying areas. The resulting data file will be used as a control file for the entire IPEDS system and will allow for meaningful aggregation of data for presentation and publication of final survey results.

USES OF DATA

IC will collect those characteristics on which data files may be sorted and institutions can be identified for research purposes, data analysis and sample selection. For example, information on enrollment and program titles obtained from proprietary institutions on the IC survey

will allow CS to sample this sector for all other IPEDS components, greatly reducing the burden to this sector.

In addition to the need for these data within CS and the Department of Education (Title III and Higher Education Act programs and for Civil Rights utilize data from IPEDS institutions), other agencies rely on the data base (which is made available on tape) for a resulting list of postsecondary institutions. For example, Federal agencies as well as private corporations require accurate information about institutions for financial aid purposes and matching grant programs.

Because the data base lists the programmatic accreditation of an institution, it also can be used: to determine the accreditation of institutions applying for research grants; to aid institutions in the evaluation of credentials of applicants for admission to postsecondary schools; to aid employers (including the Office of Personnel Management and various military branches) in evaluating credentials of applicants; and to provide students with basic information on the institutions they plan to attend.

In summary, the Institutional Characteristics Information System is the cornerstone of the CS postsecondary data collection.

C. PERIODICITY

Institutional Characteristics data will be collected on an annual basis from all institutions in the IPEDS universe.

The initial mailout of survey forms was made in December 1980 to some 16,000 providers of postsecondary education. In subsequent

Students will be requested to update the data that they provided the previous year, whereas, newly identified institutions will respond on a new survey form.

COVERAGE

The Institutional Characteristics survey will be mailed to every institution in the IPEDS universe.

All public or private non-profit institutions that offer at least 2 years less than 4 year awards should complete Form IC2.

E. INSTRUCTIONS FOR COMPLETING THIS FORM - IC2

INSTITUTIONAL IDENTIFICATION			
Name and Address of the Institution (Complete this section)			Office
City			Country (if not U.S.)
State	Zip	Institutional District	
Name of Chief Administrator		Name, Respondent (if different)	
Telephone Numbers		Admission Office	
General Information	Financial Aid Office	Admission Office	

In the space provided at the top of the report, enter the institution's name and mailing address, and copy your 7-digit preprinted address label on the cover page. Also enter the area code and phone number of the person responsible for this report.

1. Corporate Name and Address - Enter the full name and address of the institution, including 9-digit zip code (which should appear in an institutional listing).
2. Name and Title of Chief Administrator of Institution - Enter the name and title of the chief administrator of the institution for this report. (Example: President, Chancellor, Provost, etc.)
3. Telephone numbers - Enter the telephone numbers for the Information Inquiries, Financial Aid Office, and the Admission Office.
4. Respondent - Enter the name, title, and telephone number of the person responsible for completing this report.

Location of Institution - Enter the name of the county or independent city in which your administrative unit is located.

Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower left corner of the cover page to the Institutional Characteristics survey form. When entering your institution's full name and mailing address on the institutional identification portion of the form, please be sure to carefully enter your 7-digit identification number which can be found on the preprinted label.

Institution XX XXXXX City, ST Zip	## ##### xx	ID CODE
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This number is extremely crucial to the conduct of the survey since it will be used for control purposes throughout the processing of the survey.

The telephone numbers that are entered should be those that the institution wishes to have made available to the public since they will become part of the National School File.

TYPES OF POSTSECONDARY EDUCATION OFFERINGS

1. Does this institution offer instruction primarily for persons who have completed or left high school?

- a. ☐ Yes
- b. ☐ No, but eligible for Federal Student Financial Aid
(Please continue)
- c. ☐ No, and not eligible for Federal Student Financial Aid
(If you checked c, please stop here and return the form to NCES)

2. Is this instruction (Check all that apply):

- (1) ☐ Occupational (resulting in entry level job skills)
- (2) ☐ Academic (leading to a certificate, degree or diploma)
- (3) ☐ Continuing professional
- (4) ☐ Recreational or avocational
- (5) ☐ Adult basic or remedial instruction or high school

If you checked ONLY 4 or 5, please stop and return the form to NCES

These questions are asked to verify the inclusion of institutions on the CS list of institutions and agencies offering postsecondary education. Postsecondary education is the formal instructional programs with curricula designed for students who have completed the requirements for a high school diploma or its equivalent. This is to include programs of academic and continuing professional education, and to exclude avocational and basic education programs.

DEFINITIONS

ACADEMIC PROGRAM. Instructional program of a professionally specific nature leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or result that can be applied to one of these degrees.

AVOCATIONAL PROGRAMS. Instructional programs in personal or leisure categories whose expressed intent is not to produce credits, nor lead to a formal award or an academic degree or occupationally specific skills.

A - ORGANIZATION AND ACCREDITATION

PART A ORGANIZATION AND ACCREDITATION

The institution (entity) covered by this report is:

☐ A single institution offering instructional programs at one or more sites. Go to Question 2

☐ Part of a multi-institution system

Name of institutional system _____

This institution is a (type of institution):

(1) ☐ Central office or system office — Please stop and return the form to NCES

(2) ☐ Administratively equal institution. Go to Question 2

(3) ☐ Parent institution. Go to Question 2

(4) ☐ Branch institution. (Please continue)

Please provide name and address of parent institution

Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above

Record or type of information	Maintained by	
	Branch	Parent Institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of institution covered by this report. This question pertains to organization and administration, not to the location of instruction which is addressed in Part B.

- Check box a if your institution operates independently of any other institution. It may conduct classes at one or more sites, but should not have other operating branches in any other locations.

Examples: Rowan Technical College

b. If your institution is part of a multi-campus institution or part of a system of institutions, please check box b; identify the name of the institutional system. Also please identify the type of institution your unit represents within this system, as follows:

1. Check box 1 if your unit is a central or system office, i.e., strictly an administrative component. No further information is needed, please return this form to

Example: Montgomery College - Central Office

2. Check box 2 if your institution is one of the administratively-equal campuses of a central administration or system.

Example: Montgomery College - Germantown Campus

3. If your institution is a parent institution (please see definition), please check box 3 and send CS a list of branch campuses. Indicate with an asterisk (*) the schools for which the parent institution maintains student and financial records. (NOTE: IPEDS will survey these branches separately, but will send one set of all other survey forms to the parent institution.)

Example: Northern Virginia Community
College - Annandale Campus

4. Box 4 should be checked if your institution is a branch institution (see definition). Please also indicate which records are separately maintained by your institution and which are maintained by the parent institution.

Example: Northern Virginia Community College
Loudon Campus

2. Institutional Control or Relationship (Check all that apply):

PUBLIC

- (1) Federal
- (2) State
- (3) Territorial
- (4) School District
- (5) County
- (6) Township
- (7) City
- (8) Special District
- (9) Other

PRIVATE

- (10) Profit Making
- (11) Nonprofit
 - a. Independent (No religious affiliation)
 - b. Religious Affiliation
 - Catholic
 - Jewish
 - Protestant (Specify) _____
 - Other (Specify) _____

Institutional Control or Relationship - Indicate the appropriate form of control or relationship under which the institution operates. Affiliations with a religious group need not imply financial backing. Check the appropriate religious affiliation. If the religious affiliation is Protestant or other, specify the denomination. If more than one response is appropriate, check all that apply.

Certain categories are mutually exclusive:

If your institution is publicly-controlled, check any of boxes 1 through 9;

If your school is organized for profit, check box 10;

Box 11a is exclusively for independent, nonprofit institutions with no religious affiliation; and

Boxes under 11b are to be used only if your institution is affiliated with a religious organization.

3 Level of Offering (Check all that apply)

- (1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year
(2) ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years
(3) ☐ Associate's Degree
(4) ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years
(5) ☐ Other (Specify) _____

*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours

Level of Offering - Check all applicable levels for all credit programs offered at this institution. Program levels are identified on the basis of either recognition for their completion, or duration, or a combination thereof.

(1) through (4) - Note that these categories are differentiated on the basis of length of programs. Do not designate the categories on the basis of the terminology used by the institution to describe these completions. All references to length of study should be interpreted to mean the equivalent of full-time academic years; that is, at least 1 but less than 2 years refers to the number of credits or the course load that would normally be completed by a full-time student attending within the stated time periods. One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours of instruction.

DEFINITIONS

SECONDARY CERTIFICATE, AWARD OR DIPLOMA (LESS THAN 1 ACADEMIC YEAR).

Requires the completion of a program that would be completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

SECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN

ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

ASSOCIATE'S DEGREE. Normally requires at least 2 but less than 4 years of full-time equivalent college work.

SECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN

ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level in at least two but less than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

4. Does this institution offer any formally organized programs (either academic or occupational) with well defined co-requirements that do not lead to a formal award?

a. ☐ No ☐ Yes

No Formal Award Programs - Indicate whether this institution has any programs with stated occupational objectives and well-defined requirements that do not lead to a formal award.

5. This institution is accredited by the following (Check all that apply):

(1) ☐ National

(3) ☐ State Accrediting or Approval Agency

(2) ☐ Regional Accrediting Agency

(4) ☐ Not Applicable

Institutional Accreditation - Indicate the types of agencies that accredit this institution.

6. Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education? Refer to the attached list.

a. ☐ No b. ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided.

AGENCY CODES _____

Programmatic Accreditation - If this institution has programs with specialized accreditation by programmatic accrediting agencies authorized by the U. S. Department of Education (Higher Education/Postsecondary Vocational Institutional Eligibility Agencies), refer to the attached list and enter the appropriate code number of the program accreditation in the spaces provided.

LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

Accrediting Board for Engineering and Technology Inc.		American Library Association	
11 ENG	ENGINEERING (professional degree and graduate programs)	161 LIB	LIBRARIANSHIP (graduate professional degree programs)
12 ENGT	ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)	American Medical Association Committee on Allied Health Education and Accreditation	
Accrediting Bureau of Health Education Schools		171 ACP	ASSISTANT TO THE PRIMARY CARE PHYSICIAN
21 MAAB	MEDICAL ASSISTANT EDUCATION (private schools and programs)	172 BBT	SPECIALIST IN BLOOD BANK TECHNOLOGY
22 MLTAB	MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)	173 CYTO	CYTOTECHNOLOGIST
23 AHE	ALLIED HEALTH EDUCATION (private schools and programs)	174 DMS	DIAGNOSTIC MEDICAL SONOGRAPHER
Accrediting Commission on Education for Health Services Administration		175 EEG	ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
31 HSA	HEALTH SERVICES ADMINISTRATION (graduate degree programs)	176 EMT	EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC
Accrediting Council on Education in Journalism and Mass Communication		177 HT	HISTOLOGIC TECHNICIAN-TECHNOLOGIST
41 JOUR	JOURNALISM (professional, baccalaureate and graduate degree programs)	178 MAC	MEDICAL ASSISTANT
American Academy of Microbiology		179 MLTAD	MEDICAL LABORATORY TECHNICIAN (associate degree)
51 MICB	MICROBIOLOGY (postdoctoral programs)	1710 MLTC	MEDICAL LABORATORY TECHNICIAN (certificate)
American Assembly of Collegiate Schools of Business		1711 MRA	MEDICAL RECORD ADMINISTRATOR
61 BUS	BUSINESS (baccalaureate and graduate programs in business and management)	1712 MRT	MEDICAL RECORD TECHNICIAN
62 BUSA	BUSINESS (baccalaureate and master's programs in accountancy)	1713 MT	MEDICAL TECHNOLOGIST
American Association of Bible Colleges		1714 NMT	NUCLEAR MEDICINE TECHNOLOGIST
71 BI	BIBLE COLLEGE EDUCATION (Bible colleges and institutes offering undergraduate programs)	1715 OMA	OPHTHALMIC MEDICAL ASSISTANT
American Association for Marriage and Family Therapy		1716 OT	OCCUPATIONAL THERAPIST
81 MFCC	MARRIAGE AND FAMILY THERAPY (clinical training programs)	1717 PERF	PERFUSIONIST
82 MFCD	MARRIAGE AND FAMILY THERAPY (graduate degree programs)	1718 RAD	RADIOGRAPHER
American Association of Nurse Anesthetists		1719 RSTH	RESPIRATORY THERAPIST
91 ANEST	NURSE ANESTHESIA (professional schools; programs)	1720 RSTHT	RESPIRATORY THERAPY TECHNICIAN
American Bar Association		1721 RTT	RADIATION THERAPY TECHNOLOGIST
101 LAW	LAW (professional schools)	1722 SURGA	SURGEON'S ASSISTANT
American Board of Funeral Service Education		1723 SURGT	SURGICAL TECHNOLOGIST
111 FUSER	FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)	American Optometric Association	
American College of Nurse-Midwives		181 OPT	OPTOMETRY (professional programs)
121 MIDWF	NURSE MIDWIFERY (basic education programs)	182 OPTR	OPTOMETRY (residency programs)
American Council on Pharmaceutical Education		183 OPTT	OPTOMETRY (technician programs)
131 PHAR	PHARMACY (professional degree programs)	American Osteopathic Association	
American Dental Association		191 OSTEO	OSTEOPATHIC MEDICINE (programs leading to D.O. degree)
141 DA	DENTAL ASSISTING	American Physical Therapy Association	
142 DH	DENTAL HYGIENE	201 PTA	PHYSICAL THERAPY (professional programs)
143 DT	DENTAL TECHNOLOGY	202 PTAA	PHYSICAL THERAPY (programs for the physical therapist assistant)
144 DENT	DENTISTRY (programs leading to D.D.S. or D.M.D. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)	American Podiatric Medical Association	
American Dietetic Association		211 POD	PODIATRY (professional and graduate degree programs)
151 DIET	DIETETICS (coordinated undergraduate programs)	American Psychological Association	
152 DIETI	DIETETICS (postbaccalaureate internship programs)	221 CLPSY	PSYCHOLOGY, CLINICAL (doctoral programs)
		222 COPSY	PSYCHOLOGY, COUNSELING (doctoral programs)
		223 IPSY	PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
		224 PSPSY	PSYCHOLOGY, PROFESSIONAL-SCIENTIFIC (doctoral programs)
		225 SCPSY	PSYCHOLOGY, SCHOOL (doctoral programs)
		American Society of Landscape Architects	
		231 LSAR	LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

American Speech-Language Hearing Association		National Accrediting Commission of Cosmetology Sciences			
24.1	AUD	AUDIOLOGY (master's degree programs)	36.1	COSME	COSMETOLOGY
24.2	SP	SPEECH-LANGUAGE PATHOLOGY (master's degree programs)	National Architectural Accrediting Board, Inc.		
American Veterinary Medical Association		37.1		ARCH	ARCHITECTURE (professional programs)
25.1	ADVET	VETERINARY MEDICINE (two-year program for the animal technician)	National Association of Practical Nurse Education		
25.2	VET	VETERINARY MEDICINE (professional programs leading to D.V.M. or V.M.D. degrees)	38.1	PNE	NURSING (practical nurse programs)
Association for Clinical Pastoral Education		39.1		ART	ART (professional schools and programs)
26.1	PAST	CLINICAL PASTORAL EDUCATION (basic, advanced, and supervisory clinical pastoral education programs)	National Association of Schools of Dance		
Association of Advanced Rabbinical and Talmudic Schools		40.1	DANCE	DANCE (professional schools and programs)	
27.1	RABN	RABBINICAL AND TALMUDIC EDUCATION (advanced Rabbinical and Talmudic schools)	National Association of Schools of Music		
Association of Independent Colleges and Schools		41.1	MUS	MUSIC (baccalaureate and degree programs)	
28.1	JRCB	BUSINESS (private junior colleges and business schools)	National Association of Schools of Theatre		
28.2	SRCB	BUSINESS (private senior colleges and business schools)	42.1	THEA	THEATRE (professional schools and programs)
28.3	PPB	BUSINESS (private postsecondary schools and programs)	National Association of Trade and Technical Schools		
Association of Theological Schools in the United States and Canada		43.1	NATTS	OCCUPATIONAL, TRADE AND EDUCATION (associate and degree programs)	
29.1	THEOL	THEOLOGY (graduate schools of theology)	43.2	NDNAT	OCCUPATIONAL, TRADE AND EDUCATION (non-degree programs)
Council on Chiropractic Education		National Council for Accreditation of Teacher Education			
30.1	CHIRO	CHIROPRACTIC (programs leading to D.C. degree)	44.1	TED	TEACHER EDUCATION (baccalaureate and graduate degree programs)
Council on Education for Public Health		National Home Study Council			
31.1	CHE	COMMUNITY HEALTH EDUCATION (graduate programs)	45.1	NHSC	HOME STUDY EDUCATION (higher degree programs)
31.2	CHPM	COMMUNITY HEALTH PREVENTIVE MEDICINE (graduate programs)	National League for Nursing, Inc.		
31.3	PH	PUBLIC HEALTH (graduate schools of public health)	46.1	ADNUR	NURSING (associate degree programs)
Council on Social Work Education		46.2	DNUR	NURSING (diploma programs)	
32.1	SW	SOCIAL WORK (baccalaureate and master's degree programs)	46.3	NUR	NURSING (baccalaureate and degree programs)
Foundation for Interior Design Education Research		46.4	PNUR	NURSING (practical nurse programs)	
33.1	FIDER	INTERIOR DESIGN (professional and technical programs)	Society of American Foresters		
Liaison Committee on Medical Education		47.1	FOR	FORESTRY (baccalaureate and professional degree programs)	
34.1	MED	MEDICINE (programs leading to M.D. degree)	Commission on Opticianry Accreditation		
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped		48.1	OPD	OPTICIANRY (2-year program)	
35.1	BVH	BLIND AND VISUALLY HANDICAPPED EDUCATION (postsecondary vocational education programs)	48.2	OPLT	OPTICIANRY (1-year program)

PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

PART B CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

1. Predominant calendar system at this institution (Check one):

- (1) ☐ Semester (4) ☐ 4-1-4 Plan
 (2) ☐ Quarter (5) ☐ Offers Program by Program
 (3) ☐ Trimester (6) ☐ Other (Specify) _____

2. Please check below all locations where credit/non-credit courses are offered.

- | CREDIT | NON-CREDIT |
|---|---|
| a <input type="checkbox"/> In-State | a <input type="checkbox"/> In-State |
| b <input type="checkbox"/> Out of State | b <input type="checkbox"/> Out of State |
| c <input type="checkbox"/> Abroad | c <input type="checkbox"/> Abroad |

3. Please check below all facilities where credit/non-credit courses are offered.

- | CREDIT | NON-CREDIT |
|--|--|
| a <input type="checkbox"/> On-campus | a <input type="checkbox"/> On-campus |
| b <input type="checkbox"/> Correctional facility | b <input type="checkbox"/> Correctional facility |
| c <input type="checkbox"/> Local Education Agency facility | c <input type="checkbox"/> Local Education Agency facility |
| d <input type="checkbox"/> Other Government facility | d <input type="checkbox"/> Other Government facility |
| e <input type="checkbox"/> Non-Government facility | e <input type="checkbox"/> Non-Government facility |
| f <input type="checkbox"/> Other | f <input type="checkbox"/> Other |

4. Does your institution offer credit courses at military installations? (Check all that apply)

- a ☐ In States and/or Territories b ☐ Abroad c ☐ No credit courses offered

5. Does this institution use any of the following information as part of the selection process for entering freshmen?

- | | |
|--|---|
| (1) <input type="checkbox"/> High school diploma or its equivalent | (5) <input type="checkbox"/> Evidence of ability to benefit from instruction |
| (2) <input type="checkbox"/> High school class standing | (6) <input type="checkbox"/> Age |
| (3) <input type="checkbox"/> Admissions test scores | (7) <input type="checkbox"/> Score on the Test of English as a Foreign Language (TOEFL) for foreign applicant or an equivalent test |
| <input type="checkbox"/> SAT | (8) <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> ACT | |
| <input type="checkbox"/> Other | |
| (4) <input type="checkbox"/> Residency | |

Questions 1-5 are self-explanatory.

6. What was the average high school percentile rank of your last entering freshman class? _____ (average percentile rank)

Average High School Percentile - Indicate the average percentile rank of students in your last entering freshman class. Compute the average

by summing the percentile ranks for all entering freshmen the number of entering freshmen included in the sum. If it is possible to compute the average, please estimate it.

7. Does your institution offer (credit/noncredit) activities using any of the following selected modes of instruction (that apply):

a. Credit activities

- (1) ☐ Work in a program-related setting with pay
- (2) ☐ Work in a program-related setting without pay
- (3) ☐ Home Study
 - ☐ Correspondence
 - ☐ Radio and TV
 - ☐ Newspaper

b. Non credit activities

- (1) ☐ Work in a program-related setting with pay
- (2) ☐ Work in a program-related setting without pay
- (3) ☐ Home Study
 - ☐ Correspondence
 - ☐ Radio and TV
 - ☐ Newspaper

Modes of Instruction - For credit and non-credit activities

Indicate from the choices listed all of the types of instruction that are employed by the institution at any of its locations. The list is not intended to be exhaustive, and omits the more traditional instructional modes.

- a. Experience in a job-related setting, with pay, covering programs in which substantial periods of academic instruction alternate with work for pay in industries and occupations. These are the objectives of the program. It could be full-time employment held simultaneously with instruction. Student employment was considered an integral part of the program.
- b. Experience in a job-related setting, without pay, including student/practice teaching or unpaid internships.

8. Selected student services offered by your institution (Check all that apply):

- | | |
|--|--|
| (1) <input type="checkbox"/> Remedial instructional programs | (6) <input type="checkbox"/> Assistance for the hearing impaired |
| (2) <input type="checkbox"/> Academic career counseling | (7) <input type="checkbox"/> Access for the mobility impaired |
| (3) <input type="checkbox"/> Employment services for current students | (8) <input type="checkbox"/> On-campus day care for children of students |
| (4) <input type="checkbox"/> Placement services for program completers | (9) <input type="checkbox"/> None of the above |
| (5) <input type="checkbox"/> Assistance for visually impaired | |

Selected Student Services - Indicate which of the selected services are provided for students at the institution. Check "remedial programs" if institution has either required or voluntary activities designed to raise basic achievement levels or to improve basic skills. Include day and night if the service is available, whether or not enrollees are charged a fee.

 * PART C SHOULD ONLY BE COMPLETED *
 * IF YOUR INSTITUTION ENROLLS FULL- *
 * TIME STUDENTS. *

PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

TUITION AND REQUIRED FEES (Use in district, in-State charges, if applicable)

1. Does your institution enroll any full-time students?

- a. ☐ No Go to Part D b. ☐ Yes, please continue

2. Is an application fee for admission required by your institution?

- a. ☐ No b. ☐ Yes
 Amount \$ _____

3. For full-time students, are there different tuition and fees charges for:

a. Different student levels (e.g. freshman, sophomore)

- ☐ No ☐ Yes

b. Different instructional programs?

- ☐ No ☐ Yes

4. How do you charge full-time students?

a(1) ☐ Flat fee for tuition

Amount \$ _____ Per _____ semester
 _____ quarter
 _____ program
 _____ year

b. ☐ Per hour

Amount \$ _____ Per _____ semester credit hour
 _____ quarter credit hour
 _____ contact hour
 _____ other, specify _____

(2) Range of credit hours covered by this flat fee.

_____ Min to _____ Max

5. Typical tuition and required fees for a full-time student for the 1985-86 academic year.
 (DO NOT include room and board charges)

AMOUNT

- (1) Local Resident (in-district) \$ _____
 (2) Other in-State student, if different \$ _____
 (3) Out-of-State student \$ _____

6. Do you provide dormitory facilities for your students?

- a. ☐ No b. ☐ Yes If yes, please list the typical room charges for a student for the 1985-86 academic year.
 Amount \$ _____

7. Do you provide meal plans for your students?

- a. ☐ No b. ☐ Yes If yes, please list the typical board charges for a student for the 1985-86 academic year.
 Amount \$ _____

Days per week for which board charge is applicable (Check one)

5 days ☐ 6 days ☐ 7 days ☐

8. For full-time students, please report the standard or average amounts for the following items (e.g., the amounts used by your financial aid office for computing student financial aid awards):

- a. Books and supplies Amount (who's dollars) \$ _____
 b. Transportation \$ _____
 c. Room and board (for non-dormitory students) \$ _____
 d. Miscellaneous expenses \$ _____

DEFINITIONS

RESIDENT. A student who is a legal resident of the locality in which he or she attends school.

STATE STUDENT. Students who are legal residents of the State in which they attend school.

OUT-OF-STATE-STUDENT. A student who is not a legal resident of the State in which he or she attends school.

PART C of the Institutional Characteristics form is explanatory when reporting tuition and fees in question report for the entire academic year. This amount should include allowances for room and board - report those charges in 7. For institutions that provide free room and board, amount line.

PART C - STUDENT CHARGES

A. General Instructions

It is recognized that tuition and required fees and charges may not be the same for all students at an institution. Therefore, please be guided by the following.

1. Report tuition and fees charged to in-district (local residents) if there are different charges at your institution.
2. Include all fixed sum charges which are REQUIRED for a proportion of all students that the student who does not pay charges is an exception.
3. Do not include any charges which are clearly optional.
4. If the institution has a single lump-sum charge for required fees, room, and board, please apportion those charges among the appropriate categories to report about tuition or fees.

a Items to be Completed

Enrollment of Full-Time Students - Indicate if your institution enrolls any students on a full-time basis. If not, skip to Part D.

Application Fee - If your Institution charges an application fee, please indicate the amount.

Charge Variations - This applies to local resident full-time students only. Indicate whether there are different tuition and fees charges for the different student levels or different instructional programs.

Basis for Charging Full-Time Undergraduate Students - Indicate whether a flat fee or credit hour charge is used to establish total charges for full-time students. If a flat fee is charged and a range of credit hours is permitted, provide the minimum and maximum number of credit hours.

Typical Tuition and Required Fees - Enter in the spaces provided the dollar amount of tuition and required fees for an academic year most frequently charged to each of the types of full-time students indicated. If tuition is charged on a per credit hour basis, multiply the charge per credit hour by the number of hours that would normally be required per academic year to complete a degree or program at the institution.

6.-7. Typical Room and Board Charges - If this institution maintains dormitory facilities, report as room charges (for an academic year) the charge to a typical, full-time student sharing a room with one other student.

Report as the board charge (for an academic year) the charge to a typical student. Check the number of days per week for which the board charges are applicable (5, 6, or 7). If board charges are calculated on a different basis (such as number of meals), estimate the number of days that would be covered by the board contract amount.

If the institution makes a combined charge for room and board, estimate the proportions of the total charge in each of the categories.

8. Average Cost of Attendance Information - Enter, in the spaces provided, the average amounts a typical full-time student would expect to pay/spend to attend your institution. If dormitory facilities or room and board are provided, these charges should be reported in questions 6 and 7; report in question 8.c., the average amount for students not living in dormitories. If your institution is eligible for student financial aid, report those amounts used by the financial aid office for computing awards. Otherwise, please estimate these amounts.

PART D PARTICIPATION IN FEDERAL PROGRAMS

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current academic year)

- | | |
|--|---|
| (1) <input type="checkbox"/> Veterans Administration (VA) | (6) <input type="checkbox"/> National Direct Student Loan (NDSL) |
| (2) <input type="checkbox"/> Pell Grants | (7) <input type="checkbox"/> Higher Education Assistance Loan (HEAL) |
| (3) <input type="checkbox"/> Supplementary Educational Opportunity Grants (SEOG) | (8) <input type="checkbox"/> Other Federal student financial aid programs |
| (4) <input type="checkbox"/> Guaranteed Student Loans (GSL) | (9) <input type="checkbox"/> Not Eligible for any of the above |
| (5) <input type="checkbox"/> College Work Study (CWS) | |

2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?

- a ☐ No b ☐ Yes c ☐ Do Not Know

PART D - PARTICIPATION IN FEDERAL PROGRAMS

1. Eligibility for Federal Programs - Indicate for which of these Federal Programs the institution is eligible. This list is intended to be exhaustive.
2. Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTPA)

PART E - ADDITIONAL INFORMATION

This section should be completed by institutions that are new to the CS universe. Schools that have participated in the HEGIS program do not have to complete this section.

PART E ADDITIONAL INFORMATION	
1. Please list the Classification of Instructional Program (CIP) code and title of all instructional programs offered at this institution. Refer to the attached list.	
CIP CODE	PROGRAM TITLE
_____	_____
_____	_____
_____	_____
_____	_____
(Use additional sheets if necessary)	
_____	_____

Instructional Programs - Please list the CIP code and title of all instructional programs offered at your institution. Use the attached listing from the Classification of Instructional Programs (CIP) to determine program codes and titles.

2. How many persons are employed full time at this institution?	
a. <input type="checkbox"/> Less Than 15	b. <input type="checkbox"/> 15 or More
_____	_____

Full-Time Staff - Please indicate how many persons are employed at your institution according to the categories shown.

3. At this Institution:

a. Are all instructional faculty employed on a part-time basis?

☐ No ☐ Yes

b. Do all instructional faculty contribute services (e.g., are members of a religious order) or are they auxiliary personnel?

☐ No ☐ Yes

Instructional Faculty - This item refers to ALL instructional faculty.

See answer parts a, b, and c.

DEFINITION

INSTRUCTIONAL FACULTY. Members of the Instruction/Research Staff whose primary assignment is instruction including those with release time for research.

INSTITUTIONAL CHARACTERISTICS (Form IC3)

A. PURPOSE

The Institutional Characteristics (IC) data are the foundation of the entire IPEDS system. These data elements constitute the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollment, staff, graduates, and finance.

The information is essential to:

- o establish the survey control file for IPEDS;
- o create the basis for the National School File;
- o define parameters for establishing specific postsecondary institutional sectors; and
- o develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that describe the universe of postsecondary education institutions in the United States and its outlying areas. The resulting data file will be used as a control file for the entire IPEDS system and will allow for meaningful aggregation of data for presentation and publication of final survey results.

B. USES OF DATA

IC will collect those characteristics on which data files may be sorted and institutions can be identified for research purposes, data analysis and sample selection. For example, information on enrollment and program titles obtained from proprietary institutions on the IC survey

will allow CS to sample this sector for all other IPEDS components, greatly reducing the burden to this sector.

In addition to the need for these data within CS and the Department of Education (Title III and Higher Education Act programs and for Civil Rights utilize data from IPEDS institutions), other Federal agencies rely on the data base (which is made available on the resulting list of postsecondary institutions. For example, Federal agencies as well as private corporations require accurate information about institutions for financial aid purposes and matching grant programs.

Because the data base lists the programmatic accreditation of an institution, it also can be used: to determine the accreditation of institutions applying for research grants; to aid institutions in the evaluation of credentials of applicants for admission to postsecondary schools; to aid employers (including the Office of Personnel Management and various military branches) in evaluating credentials of applicants; and to provide students with basic information on the institutions they plan to attend.

In summary, the Institutional Characteristics information is the cornerstone of the CS postsecondary data collection.

C. PERIODICITY

Institutional Characteristics data will be collected on an annual basis from all institutions in the IPEDS universe.

The initial mailout of survey forms was made in December 1980 to some 16,000 providers of postsecondary education. In subsequent

dents will be requested to update the data that they provided the
us year, whereas, newly identified Institutions will respond on a
survey form.

COVERAGE

he Institutional Characteristics survey will be mailed to every
ution in the IPEDS universe.

ll private non-profit and private profit institutions that offer an
of less than 2 years should complete Form IC3.

E. INSTRUCTIONS FOR COMPLETING THIS FORM - IC3

INSTITUTIONAL IDENTIFICATION			
Name and Address (City, State, Country, Zip Code)			Phone Number
Name of Institution			Country of Institution
City	State	Zip	Country of Institution
Telephone Number (Area Code and Number)		Name of Institution (if different from above)	
GENERAL INFORMATION		FINANCIAL AID OFFICE	ADMISSIONS OFFICE

In the space provided at the top of the report, enter the institution's name and mailing address, and copy your 7-digit ID number from the preprinted address label on the cover page. Also enter the name, title, area code and phone number of the person responsible for completing the report.

1. Corporate Name and Address - Enter the full name and mailing address of the institution, including 9-digit zip code (if known), as it should appear in an institutional listing.
2. Name and Title of Chief Administrator of Institution - Enter the name and title of the chief administrator of the entity covered by this report. (Example: President, Provost, Owner, etc.)
3. Telephone numbers - Enter the telephone numbers for general information inquiries, Financial Aid Office, and the Admissions Office.

Respondent - Enter the name, title, and telephone number of the person responsible for completing this report.

Location of Institution - Enter the name of the county or independent city in which your administrative unit is located.

Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower left corner of the cover page to the Institutional Characteristics survey form. When entering your institution's full name and mailing address in the institutional identification portion of the form, please be sure to carefully enter your 7-digit identification number which can be found on the preprinted label.

Institution XX XXXXX City, ST Zip	## ##### xx	— ID CODE
--	--------------------	--------------

This number is extremely crucial to the conduct of the survey since it will be used for control purposes throughout the processing of the survey form.

The telephone numbers that are entered should be those that institution wishes to have made available to the public since they will become part of the National School File.

TYPES OF POSTSECONDARY EDUCATION OFFERINGS

1. Does this institution offer instruction primarily for persons who have completed or left high school?

- a ☐ Yes b ☐ No (if no, please stop here and return the form to NCES)

2. Is this instruction (Check all that apply):

- (1) ☐ Occupational (resulting in entry level job skills) (4) ☐ Recreational or avocational
(2) ☐ Academic, leading to a certificate, degree or diploma (5) ☐ Adult basic or remedial instruction or high school equivalency
(3) ☐ Continuing professional

If you checked ONLY 4 or 5, please stop and return the form to NCES

These questions are asked to verify the inclusion of this institution on the CS list of institutions and agencies offering all types of postsecondary education. Postsecondary education is the provision of formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This is to include programs of academic, vocational and continuing professional education, and to exclude avocational and adult basic education programs.

DEFINITIONS

ACADEMIC PROGRAM. Instructional program of a professional or non-occupationally specific nature leading toward an associate's, bachelor's or

s, doctor's, or first-professional degree or resulting in credits
can be applied to one of these degrees.

ONAL PROGRAMS. Instructional programs in personal interest and
e categories whose expressed intent is not to produce postsecondary
s, nor lead to a formal award or an academic degree, or result in
tionally specific skills.

PART A ORGANIZATION AND ACCREDITATION

1. The institution (entity) covered by this report is:

- a. ☐ A single institution offering instructional programs at one or more sites. Go to Question 2.
b. ☐ Part of a multi-institution system.

Name of institutional system _____

This institution is a (type of institution):

- (1) ☐ Central office or system office — Please stop and return the form to NCES
(2) ☐ Administratively equal institution. Go to Question 2.
(3) ☐ Parent institution. Go to Question 2.
(4) ☐ Branch institution (Please continue)

Please provide name and address of parent institution

Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above.

Record or type of information	Maintained by	
	Branch	Parent institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of institution covered by this report. This question pertains to organizational administration, not to the location of instruction which is covered in Part B.

- a. Check box a if your institution operates independently of any other institution. It may conduct classes at one or more sites, but should not have other operating branches or other locations.

Example: Omni School of Travel

- b. If your institution is part of a multi-campus institution or part of a system of institutions, please check box b. Identify the name of the institutional system. All

Identify the type of institution your unit represents within this system, as follows:

1. Check box 1 if your unit is a central or system office, i.e., strictly an administrative component. No further information is needed, please return this form to CS.

Example: ABC Beauty College - Central Office

2. Check box 2 if your institution is one of the administratively-equal campuses of a central administration or system.

Example: ABC Beauty College - Houston

3. If your institution is a parent institution (please see definition), please check box 3 and send CS a list of all branch campuses. Indicate with an asterisk (*) those schools for which the parent institution maintains all student and financial records. (NOTE: IPEDS will not survey these branches separately, but will send one set of all other survey forms to the parent institution.)

Example: ABC Beauty College - Dallas/Ft. Worth

4. Box 4 should be checked if your institution is a branch institution (see definition). Please also indicate which records are separately maintained by your institution and which are maintained by the parent institution.

Example: ABC Beauty College - Park Street Location
(Dallas)

2. Please check the appropriate form of control or the religious relationship under which this institution operates. (Check all that apply):

- (1) ☐ Public (2) ☐ Private
- a. ☐ Profit Making
- b. ☐ Nonprofit
- ☐ Independent (No religious affiliation)
- ☐ Religious Affiliation
- ☐ Catholic
- ☐ Jewish
- ☐ Protestant (Specify) _____
- ☐ Other (Specify) _____

Institutional Control or Relationship - Indicate the appropriate control or relationship under which the institution operates. Affiliation with a religious group need not imply financial backing. Check appropriate religious affiliation. If the religious affiliation is Protestant or other, specify the denomination. If more than one relationship is appropriate, check all that apply.

3. Level of Offering (Check all that apply)

- (1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year
- (2) ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years
- (3) ☐ Associate's Degree
- (4) ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years
- (5) ☐ Other (Specify) _____

*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours.

Level of Offering - Check all applicable levels for all credit programs offered at this institution. Program levels are identified on the basis of either recognition for their completion, or duration, or a combination thereof.

(1) through (4) - Note that these categories are differentiated on the basis of length of programs. Do not designate the categories on the basis of the terminology used by the institution to describe these completions. All references to length of study should be interpreted to mean the equivalent of full-time academic years;

least 1 but less than 2 years refers to the number of credits course load that would normally be completed by a full-time attending within the stated time periods. One academic year 30 semester credit hours or its equivalent, or 900 contact hours of instruction.

DEFINITIONS

Y CERTIFICATE, AWARD OR DIPLOMA (LESS THAN 1 ACADEMIC YEAR).

completion of a program that would be completed in less than one year (2 semesters or 3 quarters) or less than 900 contact hours of student enrolled full-time.

Y CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN

YEARS). Requires completion of an organized program of postsecondary level of instruction of at least one but less than one full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

DEGREE. Normally requires at least 2 but less than 4 years of full-time equivalent college work.

Y CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN

Y YEARS). Requires completion of an organized program of postsecondary level in at least two but less than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

4. Does this institution offer any formally organized programs with stated occupational objectives and well defined completion requirements that do not lead to a formal award?
- a ☐ No b ☐ Yes

No Formal Award Programs - Indicate whether this institution offers any programs with stated occupational objectives and well-defined completion requirements that do not lead to a formal award.

5. This institution is accredited by the following (Check all that apply):
- (1) ☐ National (3) ☐ State Accrediting or Approval Agency
(2) ☐ Regional Accrediting Agency (4) ☐ Not Applicable

Institutional Accreditation - Indicate the types of agencies which accredit this institution.

6. Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education? Refer to the attached list.
- a ☐ No b ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided.
- AGENCY CODES _____

Programmatic Accreditation - If this institution has programs with specialized accreditation by programmatic accrediting agencies recognized by the U. S. Department of Education (Higher Education and Vocational/Vocational Institutional Eligibility Agencies), refer to the attached list and enter the appropriate code number of the programmatic accreditation in the spaces provided.

7. How many persons are employed full-time at this institution?
- a ☐ Less Than 15 b ☐ 15 or More

Full-Time Staff - Please indicate how many persons are employed at your institution according to the categories specified.

8. Does this institution have a library or resource center?
- a ☐ No b ☐ Yes, library c ☐ Yes, resource center

Library - Indicate whether this institution has a library.

LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

Accrediting Board for Engineering and Technology, Inc.		American Library Association	
1 1 ENG	ENGINEERING (professional degree and graduate programs)	16 1 LIB	LIBRARIANSHIP (graduate professional degree programs)
1 2 ENGT	ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)	American Medical Association, Committee on Allied Health Education and Accreditation	
Accrediting Bureau of Health Education Schools		17 1 APCP	ASSISTANT TO THE PRIMARY CARE PHYSICIAN
2 1 MAAB	MEDICAL ASSISTANT EDUCATION (private schools and programs)	17 2 BBT	SPECIALIST IN BLOOD BANK TECHNOLOGY
2 2 MLTAB	MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)	17 3 CYTO	CYTOLOGIST
2 3 AHE		17 4 DMS	DIAGNOSTIC MEDICAL SONOGRAPHER
ALLIED HEALTH EDUCATION (private schools and programs)		17 5 EEO	ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
Accrediting Commission on Education for Health Services Administration		17 6 EMT	EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC
3 1 HSA	HEALTH SERVICES ADMINISTRATION (graduate degree programs)	17 7 HT	HISTOLOGIC TECHNICIAN TECHNOLOGIST
Accrediting Council on Education in Journalism and Mass Communication		17 8 MAC	MEDICAL ASSISTANT
4 1 JOUR	JOURNALISM (professional, baccalaureate and graduate degree programs)	17 9 MLTAB	MEDICAL LABORATORY TECHNICIAN (associate degree)
American Academy of Microbiology		17 10 MLTC	MEDICAL LABORATORY TECHNICIAN (certificate)
5 1 MICB	MICROBIOLOGY (postdoctoral programs)	17 11 MRA	MEDICAL RECORD ADMINISTRATOR
American Assembly of Collegiate Schools of Business		17 12 MRT	MEDICAL RECORD TECHNICIAN
6 1 BUS	BUSINESS (baccalaureate and graduate programs in business and management)	17 13 MT	MEDICAL TECHNOLOGIST
6 2 BUSA	BUSINESS (baccalaureate and master's programs in accountancy)	17 14 NMT	NUCLEAR MEDICINE TECHNOLOGIST
American Association of Bible Colleges		17 15 OMA	OPHTHALMIC MEDICAL ASSISTANT
7 1 BI	BIBLE COLLEGE EDUCATION (bible colleges and institutes offering undergraduate programs)	17 16 OT	OCCUPATIONAL THERAPIST
American Association for Marriage and Family Therapy		17 17 PERF	PERFUSIONIST
8 1 MFCC	MARRIAGE AND FAMILY THERAPY (clinical training programs)	17 18 RAD	RADIOGRAPHER
8 2 MFCD	MARRIAGE AND FAMILY THERAPY (graduate degree programs)	17 19 RSTH	RESPIRATORY THERAPIST
American Association of Nurse Anesthetists		17 20 RSTHT	RESPIRATORY THERAPY TECHNICIAN
9 1 ANEST	NURSE ANESTHESIA (professional schools; programs)	17 21 RTT	RADIATION THERAPY TECHNOLOGIST
American Bar Association		17 22 SURGA	SURGEON'S ASSISTANT
10 1 LAW	LAW (professional schools)	17 23 SURGT	SURGICAL TECHNOLOGIST
American Board of Funeral Service Education		American Optometric Association	
11 1 FUSER	FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)	18 1 OPT	OPTOMETRY (professional programs)
American College of Nurse-Midwives		18 2 OPTR	OPTOMETRY (residency programs)
12 1 MIDWF	NURSE MIDWIFERY (basic education programs)	18 3 OPTT	OPTOMETRY (technician programs)
American Council on Pharmaceutical Education		American Osteopathic Association	
13 1 PHAR	PHARMACY (professional degree programs)	19 1 OSTEO	OSTEOPATHIC MEDICINE (programs leading to D.O. degree)
American Dental Association		American Physical Therapy Association	
14 1 DA	DENTAL ASSISTING	20 1 PTA	PHYSICAL THERAPY (professional programs)
14 2 DH	DENTAL HYGIENE	20 2 PTAA	PHYSICAL THERAPY (programs for the physical therapist assistant)
14 3 DT	DENTAL TECHNOLOGY	American Podiatric Medical Association	
14 4 DENT	DENTISTRY (programs leading to D.D.S. or D.M.D. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)	21 1 POD	PODIATRY (professional and graduate degree programs)
American Dietetic Association		American Psychological Association	
15 1 DIET	DIETETICS (coordinated undergraduate programs)	22 1 CLPSY	PSYCHOLOGY, CLINICAL (doctoral programs)
15 2 DIETI	DIETETICS (postbaccalaureate internship programs)	22 2 COPSY	PSYCHOLOGY, COUNSELING (doctoral programs)
		22 3 IPSY	PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
		22 4 PSPSY	PSYCHOLOGY, PROFESSIONAL/SCIENTIFIC (doctoral programs)
		22 5 SCPSY	PSYCHOLOGY, SCHOOL (doctoral programs)
		American Society of Landscape Architects	
		23 1 LSAR	LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

PART B CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

1. Predominant calendar system at this institution (Check one):

- (1) ☐ Semester
(2) ☐ Quarter
(3) ☐ Trimester
(4) ☐ 4-1-4 Plan
(5) ☐ Differs Program by Program
(6) ☐ Other (Specify) _____

2. Please check below all locations where courses are offered.

- a ☐ In-State
b ☐ Out-of-State
c ☐ Abroad

3. Please check below all facilities where courses are offered.

- a ☐ On-campus
b ☐ Correctional facility
c ☐ Local Education Agency facility
d ☐ Other Government facility
e ☐ Non-Government facility
f ☐ Other

4. Does your institution offer credit courses at military installations? (Check all that apply)

- a ☐ In States and/or Territories b ☐ Abroad c ☐ No credit courses offered

5. Does this institution use any of the following information as part of the admission process?

- (1) ☐ High school diploma or its equivalent
(2) ☐ High school class standing
(3) ☐ Admissions test scores
 ☐ SAT
 ☐ ACT
 ☐ Other
(4) ☐ Residency
(5) ☐ Evidence of ability to benefit from instruction
(6) ☐ Age
(7) ☐ Score on the Test of English as a Foreign Language (TOEFL) for foreign applicant or an equivalent test
(8) ☐ Other (Specify) _____

Questions 1-5 are self-explanatory.

6. Does your institution offer instructional activities using any of the following selected modes of instruction? (Check all that apply):

- (1) ☐ Work in a program-related setting with pay
- (2) ☐ Work in a program-related setting without pay
- (3) ☐ Home Study
 - ☐ Correspondence
 - ☐ Radio and TV
 - ☐ Newspaper

Modes of Instruction - For any courses offered, indicate from the choices listed all of the types of instructional delivery that are employed by the institution at any of its locations. This list is not intended to be exhaustive, and omits the more traditional instructional modes.

- a. Experience in a job-related setting, with pay, could include programs in which substantial periods of academic study alternate with work for pay in industries and occupations which are the objectives of the program. It could also include employment held simultaneously with instruction if the employment was considered an integral part of the program.
- b. Experience in a job-related setting, without pay, could include student/practice teaching or unpaid internships.

7. Selected student services offered by your institution (Check all that apply):

- | | |
|--|--|
| (1) <input type="checkbox"/> Remedial instructional programs | (6) <input type="checkbox"/> Assistance for the hearing impaired |
| (2) <input type="checkbox"/> Academic career counseling | (7) <input type="checkbox"/> Access for the mobility impaired |
| (3) <input type="checkbox"/> Employment services for current students | (8) <input type="checkbox"/> On campus day care for children of students |
| (4) <input type="checkbox"/> Placement services for program completers | (9) <input type="checkbox"/> None of the above |
| (5) <input type="checkbox"/> Assistance for visually impaired | |

Selected Student Services - Indicate which of the selected services are provided for students at the institution. Check "remedial programs" if the institution has either required or voluntary activities designed to raise basic achievement levels or to improve basic skills. Include day care if the service is available, whether or not enrollees are charged a fee.

 * PART C SHOULD ONLY BE COMPLETED *
 * *
 * IF YOUR INSTITUTION ENROLLS FULL- *
 * *
 * TIME STUDENTS. *
 * *

PART C - PROGRAM OFFERINGS AND CHARGES

PART C PROGRAM OFFERINGS AND CHARGES

1. Does your institution enroll any full-time students?
 a. ☐ No. Go to Question 4. b. ☐ Yes. Please continue.

2. Is an application fee for admission required by your institution?
 a. ☐ No b. ☐ Yes.
 Amount \$ _____

3. Do you charge full-time students by:
 (1) ☐ credit contact hour
 (2) ☐ program
 (3) ☐ term
 (4) ☐ year

4. How many students were enrolled in your institution as of October 15, 1985? _____
 (number of students)

5. How many programs are offered at your institution? _____
 (number of programs)

6. Does your institution offer any programs that are greater than 600 contact hours?
 a. ☐ No b. ☐ Yes

CONTACT HOUR. A unit of measure that represents an hour of scheduled instruction given to students. The total number of hours spent by students in scheduled instructional activities during a specified period of time can be determined as follows:

If a course with an enrollment of 20 students meets three hours per week for 15 weeks, the number of student-contact hours is $20 \times 3 \times 15 = 900$. Similarly, if a course with an enrollment of 20 students meets eight hours per day for two days, the number of student-contact hours is $20 \times 8 \times 2 = 320$.

7. List the three programs with the largest enrollment at your institution and provide the following information for each program. The enrollment should be as of October 15, 1985. Refer to the attached list for CIP codes.

TITLE OF PROGRAM	CIP CODE	TUITION & FEES	LENGTH (CONTACT HOURS)	ENROLLMENT

Largest Programs - Please provide the title, Classification of Instruction Program (CIP) code, tuition and fees, length of program in contact hours and enrollment for the three programs with the largest enrollment in your institution as of October 15, 1985.

- Enter the title of the program as designated by your institution.
- Refer to the attached list of CIP program codes and titles. Match your program title as closely as possible with a program on this list. Enter the corresponding 6-digit code in the appropriate space.
- For each of the other fields, complete the data as requested.

8 For your typical student, please report the standard or average amounts for the following items (e.g., if you are eligible for student financial aid, report the amounts used by your financial aid office for computing awards; otherwise, provide estimates for the cost of attending your institution):

	Amount (whole dollars)
a Books and supplies	\$ _____
b Transportation	\$ _____
c Room and board	\$ _____
d Miscellaneous expenses	\$ _____

Average Cost of Attendance Information - Enter in the spaces provided, the average amounts a typical student would expect to pay/spend to attend your institution.

PART D - PARTICIPATION IN FEDERAL PROGRAMS

PART D PARTICIPATION IN FEDERAL PROGRAMS

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current year)

- | | |
|--|---|
| (1) <input type="checkbox"/> Veterans Administration (VA) | (6) <input type="checkbox"/> National Direct Student Loan (NDSL) |
| (2) <input type="checkbox"/> Pell Grants | (7) <input type="checkbox"/> Higher Education Assistance Loan (HEAL) |
| (3) <input type="checkbox"/> Supplementary Educational Opportunity Grants (SEOG) | (8) <input type="checkbox"/> Other Federal student financial aid programs |
| (4) <input type="checkbox"/> Guaranteed Student Loans (GSL) | (9) <input type="checkbox"/> Not eligible for any of the above |
| (5) <input type="checkbox"/> College Work Study (CWS) | |

2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?

- a ☐ No b ☐ Yes c ☐ Do Not Know

Eligibility for Federal Programs - Indicate for which of these Federal Programs the institution is eligible. This list is not intended to be exhaustive.

Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTPA).

COMPLETIONS

(Form C3)

A. PURPOSE

IPEDS will collect information on the number of recognized completions of postsecondary education programs by the type of program and recognition (award). Completion data constitute the only national source of information on the availability and location of highly trained manpower. These data are used extensively by business and industry, the military, and other groups that need to recruit individuals with particular skills. These data will help satisfy the mandate in the Carl Perkins Vocational Education Act for information on completers of postsecondary vocational education.

B. USES OF DATA

Information on completions of postsecondary education programs have been used extensively by:

- o The Department of Education, Office of Postsecondary Education uses these data in planning and management of that office.
- o The Bureau of Labor Statistics (BLS), Department of Labor, uses these data in preparing the Occupational Outlook Handbook and in matching projections of labor supply and demand.
- o State Occupational Information Coordinating Committee (SOICC) also require these data on an annual basis for assisting citizens in career plans and making State and local area projections of trained manpower.

- o The Congressional Research Service, Library of Congress, uses these data to supply information to Members of Congress in order to assist them in assessing changing and developing needs of the Nation with respect to manpower and postsecondary education.
- o The Equal Employment Opportunity Commission uses these data in carrying out its mission concerning the training of women in employment.
- o U.S. Office of Personnel Management and all of the branches of the Armed Forces uses these data in recruiting individuals with specific education specialties.
- o The Office for Civil Rights (Department of Education) uses these data in reviewing institutional compliance with anti-discrimination statutes.
- o The Department of Justice uses them when court suits are brought in civil rights cases.
- o The Department of Defense uses these data to identify institutions training significant numbers of individuals in occupational programs, and with particular military related skills.
- o Private firms use these data for recruiting trained manpower. Large corporations use the racial/ethnic completion data to identify the potential pool of new employees for EEO reporting.

C. PERIODICITY

Completion data will be collected on an annual basis. The ethnic data will be collected biennially beginning with the 1990 academic year. During survey years when the race data are not collected these areas will be shaded on the form.

PERAGE

PERIOD OF REPORT

All formal postsecondary awards (certificates and diplomas) conferred by your institution between July 1, 1986 and June 30, 1987 should be reported on this form. Report only those awards which are actually conferred. Awards earned but not yet conferred during this time period should be reported in next year's survey.

Form C3 will be completed by institutions awarding diplomas or certificates of less than two years.

INSTRUCTIONS FOR COMPLETING THIS FORM

Postsecondary Completions (C3) consists of Part A, Section 1 and 11. Part A collects data on postsecondary completions for programs requiring less than 2 years of work.

This form incorporates the new Classification of Instruction Programs 1985 version. A complete list of CIP program titles is included in the PEDS package.

SECTION 1: We have generated a list of those programs reported by your institution on the 1985-86 Institutional Characteristics survey. Each program has a 6-digit Classification of Instructional Program (CIP) code.

The CIP is preprinted in column (1) and the program title in column (2). The level of awards are specified for columns 3 and 4 and 5-6.

PART A, SECTION I: PROGRAM COMPLETIONS

CIP Code (1)	Program Title (2)	Awards of Less Than 1 Academic Year		Awards of Less Than 1 Academic Year
		Men (3)	Women (4)	Men (5)

LIST ADDITIONAL PROGRAMS ON THE LINES PROVIDED BELOW:

.0000	Total (Sum of 6-digit specialties)			

ON THE LINES IMMEDIATELY BELOW, SHOW THE RACIAL/ETHNIC BREAKDOWN FOR

.0000-1	Non-Resident Alien			
.0000-2	Black, Non-Hispanic			
.0000-3	American Indian or Alaskan Native			
.0000-4	Asian or Pacific Islander			
.0000-5	Hispanic			
.0000-6	White, Non-Hispanic			

- o The award levels are defined as follows:

Postsecondary Awards, Certificates, or Diplomas (less than 1 year). Requires the completion of a program that was completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student attending full-time.

Postsecondary Awards, Certificates, or Diplomas (at least one but less than two academic years work). Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

To report on completions at your institution, enter the data for each printed program title at the appropriate award level in columns 3-6.

If no award was conferred in program this year simply draw a line through the program title.

If awards were conferred in a program specialty that is not listed, please do the following:

1. Refer to the CIP listing and select the CIP program title that most closely represents your program.
2. Enter the 6-digit CIP code and your exact program title in the spaces provided.
3. If no title on the CIP list can be used to describe your program, either:
 - a. Enter the data under the "general" category" (0101) or
 - b. enter the exact title of your program and assign the 4-digit code, 9999, following the 2-digit number pre-printed in column 1. DO NOT develop any other new code numbers.

4. Enter the numbers of awards conferred during the reporting period in the appropriate columns.

Programs are coded by 6-digit numbers. Keypunching is done according to code number and any manual changes result in improper coding.

- o NOTE: The lines provided for listing additional programs are for new programs within a Division (discipline) not printed in Section I.
- o Report the Racial/Ethnic breakdown by sex for the totals in each award category every other year.
- o SECTION II: Additional Programs. If awards were conferred for programs that were not preprinted in Section I, please list the following:
 1. Refer to the CIP listing for the appropriate 2-digit discipline code. Enter the 2-digit code and the discipline title where indicated.
 2. Using the CIP list, enter in columns 1 and 2, the 6-digit CIP code that most closely represents your program and the exact program title for those specialties in which awards were conferred.
 3. Enter the number of awards conferred during the reporting period in the appropriate columns.

o NOTE: This section is for programs that are not associated with any of the 2-digit discipline divisions preprinted in Section I of this form.

o Report the Racial/Ethnic breakdown by sex for the totals reported in each award category every other year.

PART A, SECTION II: ADDITIONAL PROGRAMS

CIP Code (1)	Program Title (2)	Awards of Less Than 1 Academic Year		Awards of At Least 1 Academic Year	
		Men (3)	Women (4)	Men (5)	Women (6)

PLEASE WRITE THE CIP DISCIPLINE DIVISION CODE AND TITLE HERE.

.0000	Total (Sum of 6-digit specialties)				

ON THE LINES IMMEDIATELY BELOW, SHOW THE RACIAL/ETHNIC BREAKDOWN

.0000-1	Non-Resident Alien		
.0000-2	Black, Non-Hispanic		
.0000-3	American Indian or Alaskan Native		
.0000-4	Asian or Pacific Islander		
.0000-5	Hispanic		
.0000-6	White, Non-Hispanic		

Classification of Awards According to Major Field of Study.

1. Specific Classification. Classify awards as specifically as the list of programs in the broad discipline divisions of the report form permits. Thus, report completions in business administration with an accounting major in Accounting (06.0201), NOT in Business and Management, General (06.0101).

2. Completions of Two Independent Programs. If a student receives awards for completing two programs in two totally independent fields of study (e.g., Small Business Management and Computer Program), report both completions, each in its appropriate category.

Categorization of Students by Racial/Ethnic Status

Racial/ethnic data will be requested by this report every year.

This information is being gathered in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Refer to the actual form and instructions for further information.

- o Racial/Ethnic Descriptions: Racial/ethnic designations in this survey do not denote scientific definitions of anthropological origins. The categories are:

Non-Resident Alien. A person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Non-Resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards numbered I-551/155), are to be reported in the appropriate racial/ethnic categories along with United States citizens.

Non-resident aliens are to be reported separately, on the lines provided, rather than in any of the five racial/ethnic categories which follow.

Black, Non-Hispanic. A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This include people from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White, Non-Hispanic. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

o Assignment to Categories: For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as

belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155).

F. EDIT CHECKS

This form was designed to simplify the checking to see that both the program specialties and the racial/ethnic categories add to the total for a discipline division. By adding down the specialty lines and up the racial/ethnic lines, both should result in the same division total. Please be sure that these additions are verified prior to returning the form. This will reduce the need for this office to ask for clarification later.

Note that there are no grand total lines on the form. These totals will be generated by computer during the edits process; therefore, be sure to include all pages when returning the form.

DEFINITIONS

DEGREE. An award conferred by a college, university or other postsecondary education institution as official recognition for the successful completion of a program of studies.

DIPLOMA. A formal document certifying the successful completion of a prescribed program of studies.

SECONDARY AWARDS, CERTIFICATES, OR DIPLOMAS (less than 1 year).

Requires the completion of a program that would be completed in less than one academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

SECONDARY AWARDS, CERTIFICATE, OR DIPLOMAS (at least one but less than two academic years work).

Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

PROGRAM. A combination of courses and related activities organized for the attainment of broad education objectives as described by the Institution.

FALL ENROLLMENT IN OCCUPATIONALLY SPECIFIC PROGRAMS
(FORM EP)

A. PURPOSE

These data will satisfy, for postsecondary vocational education, the Carl Perkins Vocational Education Act mandate that the Center for Statistics (CS) collect data on vocational education students and programs. These data will also provide information on access to particular programs in vocational education -- particularly "high-tech" programs and non-traditional programs.

B. USES OF THE DATA

Data in this report are used for manpower planning and future occupational availability. These data, used in conjunction with completions in occupationally specific programs, will make it possible to compare the distribution (by sex and race/ethnicity) of students who are enrolled in specific programs vs. the distribution of those who actually complete these programs.

C. PERIODICITY

IPEDS will collect total enrollment, by racial/ethnic designation, in occupationally specific programs on a biennial basis because these data are needed to develop labor force supply parameters and projections that can be used by industry, government, and educators. The initial due date is November 15, 1987.

D. COVERAGE

Students Included in Report. Report only those students enrolled in subbaccalaureate programs that are specifically designed to provide occupational preparation, including those in off-campus centers.

Students enrolled in a program are either: (1) those who have formally declared their program intent; or (2) those who have completed at least 25% of a program's requirements. The program may result in a degree, certificate, or other formal award granted by the institution.

Include high school students enrolled in these programs if they are working toward the completion of a program.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

The EP form is sent to all institutions in the IPEDS universe. This form incorporates the new Classification of Instructional Programs (CIP), 1985 version. A complete list of CIP titles that have been identified as being occupationally specific is attached for reference.

SECTION I: PROGRAM ENROLLMENT

Enrollment as of the Institution's Official Fall Reporting Date or as of October 15

Occupationally Specific Programs	Line No	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Total
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	
CIP Code	Program Title													
01.0205	Teller	01												
01.0606	Secretarial	02												
		03												

- o SECTION I: It is pre-coded, listing specific occupational programs and their appropriate 6-digit CIP codes that are known to exist at each institution. You should delete any programs that are no longer offered at your institution by drawing a

line through the program title. Report in columns 1-12, by race and sex, the total number of students enrolled in each program preprinted on the form. Report Grand Totals, for each program in columns 13 and 14.

SECTION II: ADDITIONAL PROGRAMS														
Report as of the Institution's Official Fall Reporting Date or as of October 15														
Occupationally Specific Programs	Line No	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic		Grand All Students
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)
Program Title														
	01													
	02													
	03													

- o SECTION II: The stub is blank so that you may list additional programs and appropriate 6-digit CIP codes offered by your institution that are not already listed in Section I. Refer to the attached list of titles and CIP codes and find the program title that most closely matches your program. Follow the same instructions as for Section I.

Students in Occupationally Specific Programs - Section I	98													
--	----	--	--	--	--	--	--	--	--	--	--	--	--	--

- o LINE 98: Report Section II column totals on this line.

Grand Total: All Students
in Occupationally Specific
Programs (include Subtotal
line 98, from Section II)

99

- o Grand Totals - Report on line 99, at the end of Section I, the sum of each column in Section I plus the sum of each column on line 98 Section II.

- o Categorization of Students by Racial/Ethnic Status and Sex.
This information is being gathered in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

1. Method of Collection. The manner of collecting racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data. One acceptable method is a properly controlled system of post-enrollment self-identification by student. If a self-identification methods is utilized a verification procedure to ascertain the completeness and accuracy of student submissions should also be employed where feasible.
2. Racial/Ethnic Descriptions. Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins.

- o Assignment to Categories. For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155). Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the institution.

FALL ENROLLMENT

(Form EF3)

A. PURPOSE

CS will collect enrollment data through this component of IPEDS each year beginning in Fall 1986 in order to update its annual college enrollment projections, its mandated annual Condition of Education report and the Digest of Education Statistics.

Racial/ethnic data are necessary for the Office of Civil Rights (Department of Education) to perform functions mandated by Title VI and Title IX. The additional burden of monitoring desegregation plans is facilitated by the use of fall enrollment data.

Beginning in 1987, IPEDS will collect fall enrollment by age of student. These data will offer insight into the relationship between the changing demographics of college-going cohorts and enrollment in different types of postsecondary institutions; they will permit detailed projections of enrollment by institutional type and by age. Since a student's dependency status is strongly related to age, they can also be used to provide estimates of the number of independent/dependent students attending a postsecondary institution, which should be useful in financial aid modeling and projections.

B. USES OF DATA

Fall enrollment is the traditional measure of student access to higher education and IPEDS continues this important statistical series. The Education Department uses its fall enrollment data in program

planning and for setting funding allocation standards for such legislatively controlled programs as the College Work-Study Program, State Incentive Grants, Direct Loans to Students, Basic Education Opportunity Grants, and Supplemental Opportunity Grants. Other agencies use enrollment data in policymaking decisions. For example, the Department of Housing and Urban Development considers CS data as a guideline for awarding money for dormitory construction on college campuses.

The Bureau of the Census, the National Science Foundation, and most State education agencies depend heavily on annual fall enrollment data for use in economic and financial planning, manpower forecasting, and policy formulation. Educational and professional associations use enrollment data for a wide variety of purposes and since they are for the most part nationally-oriented organizations, data collected by individual States have very little utility.

In addition, the Department of Defense, U.S. Military Entrance Processing Command has indicated a strong need for enrollment by age of student to identify institutions with a sufficient number of recruitment age students to make recruiting efforts cost effective.

C. PERIODICITY

Beginning in 1986, IPEDS will collect, on an annual basis, fall enrollment summary data. The first due date is November 15, 1986. Also in 1986, fall enrollment data by race will be collected on a biennial basis. Again, the first due date is November 15, 1986. IPEDS will collect fall enrollment by age of student, every four years, beginning in 1987.

COVERAGE

PERIOD OF REPORT

Enrollment should be reported as of the institution's official fall reporting date or October 15th.

STUDENTS INCLUDED IN REPORT

Report all students enrolled in courses creditable toward a formal award or that are part of a vocational or occupational program, including those enrolled in off-campus centers.

STUDENTS EXCLUDED FROM THIS REPORT

Do not include in this report:

- o Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
- o Students exclusively auditing classes.

INSTRUCTIONS FOR COMPLETING THIS FORM

Part A - Enrollment Summary By Racial/Ethnic Status

ALL STUDENTS ENROLLED	Line No	Non- Resident Alien		Black Non- Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non- Hispanic		Grand Tot. All Students	
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)
TOTAL ALL STUDENTS	01														

- o These designations are used for the collection of racial/ethnic data on a biennial basis during even numbered years for the Office for Civil Rights. In other years, columns 1-12 will be shaded.

- o Assignment to Categories: For the purpose of this a student may be included in the group to which he appears to belong, identifies with, or is regarded by the community as belonging. However, no person may be included in more than one racial/ethnic group. Designation requested only for United States citizens and for aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration cards - Form I-551/155).

Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the Institution.

In columns 13 and 14, report the grand total of students enrolled in your institution regardless of race/ethnicity or citizenship.

Part B - Enrollment Summary of Students by Age

- o Data on age are collected every four years.

Relation of Enrollment Reported in Part A. This distribution of students should include the same individuals covered in Part A. All directions regarding the date of the report for students to include, apply to this part.

Age of Students. Use Institutional records to calculate age.

Report age as of the date of this fall report.

AGE	Line No	Men	Women
		(1)	(2)
Under 18	01		
18 - 19	02		
20 - 21	03		
22 - 24	04		
25 - 29	05		
30 - 34	06		
35 - 39	07		
40 - 49	08		
50 - 64	09		
65 and Over	10		
Age Unknown	11		
TOTAL ALL STUDENTS (Lines 1-11)	12		

EDIT CHECK

The totals for all students, Part B, Line 12, columns 1 and 2 should equal the total for Part A, columns 13 and 14.

INSTITUTIONAL ACTIVITY

(Form EA3)

PURPOSE

This component was developed to serve several purposes. First, contact hours will provide a measure of institutional productivity relative to resource measures such as finance and staff. It will also provide an enrollment measure in less-than-2-year institutions that can be combined with the credit/contact hour data collected from 4- and 2-year institutions. This will provide a consistent measure of enrollment in postsecondary institutions.

USES OF THE DATA

The number of full-time equivalent students that can be derived from credit/contact hour data is probably the most widely used measure of the size of an institution, particularly when there is the need to compare widely disparate institutions. FTE is also a critical parameter in the Education Department's Higher Education Planning model that is used to project student financial aid costs. It is also used to allocate funds under Title IV, Subpart 4 of the Higher Education Act (Supplemental Education Opportunity Grants).

PERIODICITY

This survey will be conducted annually and is due October 1, 1987.

D. COVERAGE

PERIOD OF REPORT

The twelve (12) month period covered by this report is July 1986 to June 30, 1987. If it is more convenient to report for some other twelve month period, enter the period covered by the report; however, the reporting period must have ended prior to September 1987.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

For Less Than Two-Year Institutions - (EA3)

PART A - CONTACT HOURS ATTEMPTED IN A TWELVE-MONTH PERIOD

Annual contact-hours of instruction received by all students in all activities/courses	Line No	
	01	

PART A - Contact Hours Attempted in a Twelve-Month Period

- A. Courses Included in Report. Include all courses leading towards a formal award as well as those courses comprising part of a terminal vocational or occupational program.
- B. Enrollment Included in Report. Contact hours attempted should be computed for all persons enrolled in courses described above. Include contact hours for high school students taking courses described above.

Contact Hours. To compute total contact hours, multiply the total number of clock hours of structured instructional delivery of each postsecondary level course by the number of students enrolled in the course. A clock hour may be a period of from fifty (50) to seventy (70) minutes, depending on the policy of the institution. Sum the clock hours calculated for each course to determine total contact hours.

DEFINITIONS

ACT HOUR. A unit of measure that represents an hour (50-70 minutes) of scheduled instruction given to students. The total number of hours of instruction by all students in scheduled instructional activities during a specified period of time can be determined as follows:

If a course with an enrollment of 20 students meets three hours per week for 15 weeks, the number of student-contact hours is $20 \times 3 \times 15 = 900$. Similarly, if a course with an enrollment of 20 students meets eight hours per day for two days, the number of student-contact hours is $20 \times 8 \times 2 = 320$.

PART B - NUMBER OF CONTACT HOURS ATTEMPTED IN REMEDIAL COURSES

_____ hours
Are these included in part A? ☐ Yes ☐ No

PART B - Number of Contact Hours Attempted in Remedial Courses

Report the total number of contact hours attempted at your institution during the indicated twelve-month period in remedial courses. If your institution accounted for these in Part A, indicate with a checkmark in the "yes" box.

DEFINITIONS

REMEDIAL COURSES. Instructional activities designed for student remediation in the general competencies necessary for a regular postsecondary curriculum and educational setting.

PART C - Unduplicated Count of Students Ever Enrolled in a Twelve-Month Period

PART C - UNDUPLICATED COUNT OF STUDENTS EVER ENROLLED IN A TWELVE-MONTH PERIOD

Total number of students	Line No.	
	01	

Students Included in Report. Report an unduplicated headcount of the number of students enrolled during the reporting period in any course leading to a formal award or in any courses that are part of a remedial or vocational program.

FINANCE
(Form F2)

A. PURPOSE

Finance data are needed for reporting and projecting the revenues and expenditures in a national activity representing a significant component of the GNP. Knowledge of postsecondary education expenditures has been limited in scope to "higher education" institutions. IPEDS expanded that scope to include all primary providers of postsecondary education. To enhance the comparability and utility of the finance data, IPEDS has made several improvements in financial reporting: (1) IPEDS is requesting information on expenditures by object (salaries, employee benefits, library acquisitions and utilities); (2) IPEDS is adding a series of clarifying questions to determine what is included/excluded from reported current fund expenditures; and (3) IPEDS has added a section on expenditures for student scholarships and fellowships from Federal, State, local and institutional sources.

B. USES OF DATA

The National Institute of Education uses data from Parts A and B to calculate the Higher Education Price Index (HEPI). This index is a measure of inflation in higher education and is a valuable tool for measuring real change over time in revenues and expenditures.

Among associations, the American Council on Education (ACE), the Association of Institutional Researchers, the Brookings Institution, and the Carnegie Council on Higher Education are frequent users of Finance data. Researchers from these and other organizations use these data to

assess the economic future of the Nation's colleges and universities. The National Center for Higher Education Management Systems (NCHEMS) in Colorado tested indicators of financial condition using CS data exclusively. They found that their indicators could identify institutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Association of College and University Business Officers (NACUBO), and the American Institutes for Research to develop financial and other indicators of financial condition. The indicators, developed from data collected by the financial statistics and enrollments, have been used to identify gradations of financial condition and to relate the conditions of condition to Federal higher education policy. With the availability of data, these types of studies have a greater chance of successful useful outcomes.

In September 1980, ACE, NACUBO, and CS hosted the Federal Working Conference on Financial Indicators. During this meeting, researchers reported progress in this important area and CS was able to improve and expand its collection of financial data to aid in its development efforts.

Confidentiality

CS will assure that confidentiality of data collected from institutions. No data will be provided on an individual basis, only on an aggregated basis.

PERIODICITY

Beginning with the IPEDS 1987 collection this survey will be collected annually. Report finances for the fiscal year that ended in 1987; also indicate the start and end dates of the fiscal year followed by Institution. The due date is November 15th.

COVERAGE

This form is to be completed by private-for-profit schools that award at least a two-year award but less than a baccalaureate.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Numbers in parentheses at the end of paragraphs refer to College and University Business Administration, National Association of College and University Business Officers.

Types of Revenues. Current funds revenues include all unrestricted and other unrestricted revenues earned during the fiscal year and current funds to the extent that such funds were expended for operating purposes. (396-397)

COLUMN (1). Unrestricted Revenues. Report all unrestricted revenues earned during the current fiscal year from each of the listed sources.

COLUMN (2). Restricted Revenues. Report restricted current funds revenues that were expended from current operating purposes during the current fiscal year from each of the listed sources. (396).

COLUMN (3). Total Revenues. The total is the sum of the unrestricted and restricted revenues (column 1 and column 2).

Part A - CURRENT FUNDS REVENUES¹ BY SOURCE FOR FISCAL YEAR 1987

Source of Funds	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	\$	\$	\$
Government Appropriations, Grants and Contracts	2			
Federal				
State and Local	3			
Sales and Services of Educational Activities	4			
Other Sources	5			
Total Current Funds Revenues (sum of lines 1 through 5)	6	\$	\$	\$

¹ Revenues available for meeting current operating expenditures

Source of Funds

LINE 1. Tuition and Fees. Report all revenues derived from tuition and fees assessed against students for current operating purposes. Include tuition and fee remissions or exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees which are remitted to the State as an offset to the State appropriation (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here. See line 4.) (397-398)

LINE 2 and 3. Government Appropriations, Grants, and Contracts. Report all revenues received from or made available to the Institution through acts of a legislative body (line 2 Federal and line 3 State and local). These funds are for meeting current operating expenses or for specific research projects or other types of programs. Examples are research projects, training programs, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract. Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenues (column 2). Related indirect costs recovered should be reported as unrestricted revenues (column 1). Include Pell Grants (formerly BEOGs). In addition to reporting it here, also report details on restricted student assistance in Part E. (398-399)

LINE 4. Sales of Products and Services Ancillary to Instructional Activities. Report all revenues derived from the sales of goods and services that are incidental to the conduct of instruction, research or public services. Examples include machine shop products, data processing

services provided by students as part of their instruction services, sales of handcrafts prepared in classes. Also, revenues generated by or collected from auxiliary enterprises of the Institution. Auxiliary enterprises are managed as self-supporting activities. Examples are food services, services, and retail stores. (400-401)

LINE 5. Other Sources. Report all revenues not covered elsewhere. Examples are interest income and gains (net of losses) from of unrestricted current funds. Include revenues resulting and services of internal service departments to persons external to the institution (e.g., the sale of computer

LINE 6. Total Current Funds Revenues. Report here the sum through 5, inclusive.

PART B - Current Funds Expenditures for Fiscal Year 1987.

Type of Expenditures. Report both unrestricted and restricted funds expenditures in each of the functions listed. (402-4

Column 1. Unrestricted Expenditures. Report unrestricted expenditures in column 1. These are the expenditures of current funds revenues.

Column 2. Restricted Expenditures. Report restricted current expenditures in column 2. These are the expenditures of current funds revenues.

Column 3. Total Expenditures. Report full total current funds expenditures. This is the sum of column 1 and column 2.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages of all personnel full and part-time paid through each functional account. Do not include any expenditures for employee benefits as part of salary expenditure. Expenditures for employees benefits are to be reported on line

Part B - CURRENT FUNDS EXPENDITURES FOR FISCAL YEAR 1987

Function of Expenditures	Line No	Amount (whole dollars)			Amount for Salaries and Wages Without Employee Benefits (included in column 3)
		Unrestricted (1)	Restricted (2)	Total (3)	
Educational and General					
Instruction	1	\$	\$	\$	
Scholarships and Fellowships	2				
Other E & G Expenditures	3				\$
Auxiliary Enterprises	4				
Total Current Funds Expenditures (sum of lines 1-4)	5	\$	\$	\$	
Total Employee Benefits (for salaries included on lines 1 and 3)	6			\$	

FUNCTION OF EXPENDITURES

LINE 1. Instruction. Report all the expenditures of the departments and other instructional divisions of the institution and expenditures for public service that are not separately budgeted should be included in this classification. Include expenditures for both credit and noncredit activities. Exclude expenditures for academic administration where the primary function is administration (e.g., academic deans). This category includes: general academic instruction; occupation and vocational instruction; special session instruction, community education; preparatory and

adult basic education; and remedial and tutorial instruction by the teaching faculty for the institution's students.

LINE 2. Scholarships and Fellowships. Report all expenditures in the form of outright grants and trainee stipends to individuals in formal coursework, either for credit or non-credit. Aid in the form of tuition or fee remissions should be included, except those remissions that are granted because of faculty or staff. Charge these to staff benefits. Include Pell Grants in column 414)

LINE 3. Other E & G Expenditures. Report all other expenditures for the institution for activities related to the operation of the institution. These would include expenditures to:

- (a) Provide non-instructional services beneficial to growth of the institution. Include expenditures for community and cooperative extension services. (407-408)
- (b) Support the institutions' instruction mission through administration, personal development, and course and curriculum development. (408-409)
- (c) Provide services to students outside the context of instruction, through such means as career guidance, financial aid administration and student health services. Include the administration allowance for Pell Grants. (410)

Support the day-to-day operations of the Institution, including general administrative services, planning, legal and fiscal operations. (410-411)

Support the operation and maintenance of the physical facilities of the Institution. (411-412)

Provide financial aid to students enrolled in formal coursework, including aid to students in the form of tuition or fee remissions. Pell Grants would be included in column (2) of this line. (413-414)

Auxiliary Enterprises. Report all expenditures that are essential-supporting operations which exist to furnish a service to faculty, or staff, and which charge a fee that is directly or, although not necessarily equal to, the cost of the service. are food services or retail stores. (413-414)

Total Current Funds Expenditures. Report the sum of lines 1, 2,

Total Employee Benefits. Reports the total fringe benefits paid as reported in lines 1 and 3. If no fringe benefits are paid through institutional accounts, report a zero. If only some fringe benefits are paid through institutional accounts or if only some personnel salaries were reported on lines 1 and 3 receive fringe benefits, report that proportion of employee benefits actually paid by the Institution.

Employee benefits include retirement plans, social security taxes, medical/dental plans, guaranteed disability income protection, tuition plans, housing plans, unemployment compensation, group life insurance, work compensation, and other benefits in kind with cash options. It includes vacation and sick leave only to the extent expended.

Part C - UTILITY EXPENDITURES FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Utilities	1	\$

PART C - Utility Expenditures for Fiscal Year 1987

LINE 1. Total Expenditures for Utilities. Report all expenditures for utilities in the operation and maintenance of plant, auxiliary enterprises, and independent operations. Include expenditures for electricity, gas, fuel oil, coal, water, sewage, etc. used to provide heat, air conditioning, water, and sewage to institutional facilities. Please do not include telephone charges. If power is generated by the institution's own power plant, include the operating cost here. (412)

Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Library Acquisitions	1	\$

PART D - Library Expenditures for Acquisitions for Fiscal Year 1987

If this institution does not have library expenditures enter 0 on line 1.

Total Expenditures for Library Acquisitions. Report all current capital funds (excluding land and buildings) for library acquisitions.

Acquisitions include all print materials, microfilm, microfiche, audio materials such as records and films, computer software. Do not include expenditures for hardware of any kind. For example, do not include expenditures for computer terminal, microfiche readers, recorders and projectors.

E - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by institutions depending on Part B, line 2)

Source	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Federal Government Pell Grants	1	\$	\$	\$
Other Federal	2			
State Government	3			
Local Government	4			
Private	5			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6. Total must equal corresponding total on Part B, line 2, cols 1-3)	7	\$	\$	\$

Scholarships and Fellowship Expenditures for Fiscal Year 1987.

Report all expenditures for scholarships and fellowships from government, private, and institutional sources. These include Pell Grants. SSIGs would normally appear as a State source. Report portable aid from another State as a State source. Exclude College Work-Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends, tuition waivers, and prizes to undergraduate students. Also Fellowships

are defined as grants-in-aid and trainee stipends to graduate students. It does not include funds for which services to the institution must be rendered, such as payment for teaching, or student loans.

COLUMN 1. Unrestricted. Report all expenditures of unrestricted current funds for scholarships and fellowships.

COLUMN 2. Restricted. Report all expenditures of those current funds that were received for the expressed purpose of providing scholarships and fellowships.

COLUMN 3. Total. Report total current funds expenditures by source for scholarships and fellowships. This is the sum of columns 1 and 2.

LINE 1. Federal Government/Pell Grants. Report the amount of Pell Grants disbursed by your institution.

LINE 2. Federal Government/Other Federal. Report all expenditures for scholarships and fellowships, excluding Pell Grants, that were received from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-Study funds. State Student Incentive Grants (SSIGs) would normally appear as a State source.

LINE 3. State Government. Report all expenditures for scholarships and fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships and fellowships that were provided from local governments.

Private. Report all expenditures received from private sources (business, foundations, individuals, foreign governments) that were for scholarships and fellowships.

Institutional. Report all expenditures for scholarships and fellowships that were generated by the institution. Examples include tuition and fees revenues, endowment income, sales and service of educational activities, and other sources. Exclude funds received from government or private sources (lines 1 through 5, above). The totals on this line must equal the corresponding totals on Part B, Line 2 Columns 1-3.

Total Scholarship and Fellowships Expenditures. Report total scholarship and fellowships expenditures. This is the sum of lines 1-6.

DEFINITIONS

RESTRICTED CURRENT FUNDS. All funds received for which no stipulation is made by the donor or other external agency as to the purpose for which they should be expended. (394)

RESTRICTED CURRENT FUNDS. Those funds available for financing operations which are limited by donors and other external agencies to specific purposes, programs, departments, or schools. Externally imposed restrictions are to be contrasted with internal designations imposed by the governing board on unrestricted funds. (394-395)

FUND REVENUES. This includes (1) all unrestricted gifts, grants, and other resources earned during the reporting period and (2) restricted

resources to the extent that such funds were expended. Current revenues do not include restricted current funds received but not because these revenues have not been earned. (396)

CURRENT FUNDS EXPENDITURES AND TRANSFERS. The costs incurred and services used in the conduct of the Institution's operations include the acquisition cost of capital assets, such as equipment, library books, to the extent current funds are budgeted for an operating department for such purposes. (402)

EMPLOYEE BENEFITS. Employee Benefits include retirement plans, security taxes, medical/dental plans, guaranteed disability income, tuition plans, housing plans, unemployment compensation, life insurance, workmen's compensation, and other benefits in kind options. It includes vacation and sick leave to the extent

FINANCE
(FORM F2)

Questions And Answers

Part A. Current Funds Revenues by Source for Fiscal Year 1987

What is a current fund revenue?

Current funds revenue include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted current funds to the extent that they were spent to meet current operating expenses. By current operating expenses, we include expenses such as payroll, utilities, materials, supplies, and minor, short-term equipment. Exclude funds received for physical plant, loans, or other capital purposes.

Columns (1) and (2) ask for unrestricted and restricted current funds. How will I know whether the revenues my school receives are unrestricted or restricted?

The source of the funds (i.e., the donor) is the one who puts "restrictions" on funds. The restrictions, if any, will be clearly written, as in a contract or a grant. The restrictions tell the institution (the recipient) how the donor (the source of the money) wants that money spent. Examples include scholarships and research contracts. Examples of unrestricted revenues include tuition and fee collections, income from sales and services, some private gifts, and some endowment income. Please note that revenues earmarked for a specific purpose by your president or board of directors are designated funds, not restricted funds.

Q The fiscal year at my school ends December 31st. Should I report only the finances for the period that coincides with the fiscal year?

A No. Give us data for your fiscal year, whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calendar year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of part B the period of coverage for your fiscal year.

Q Does line 1, tuition and fees, include Pell Grant money?

A Line 1 should include all tuition collections regardless of whether or not they are plus waivers and remissions.

Q Do we also report Pell Grants, Federal appropriations, grant contracts on line 2?

A Yes, but only to the extent expended.

Part B. Current Funds Expenditures for Fiscal Year 1987

Q Our books tend to be set up to show expenditures for things like payroll, utilities, and supplies. How do these correspond to the functional categories?

A Report the salaries and fringe benefits of your Institution's employees in the functional category that corresponds to their primary function. For example, report the salaries of your instructional staff on line 1, instruction. Report the salaries of your officers and administrators (president, treasurer, registrar) and their support staffs on line 2, general administrative. Report other expenditures on line 3, also. Expenditures for maintenance and supplies used in instruction should go to line 1; those for auxiliary enterprises, on line 4; all others go to line 5.

Item C. Utility Expenditures for Fiscal Year 1987

Do utility expenditures include the purchase of HVAC units?

No.

Item D. Library Expenditures for Acquisitions for Fiscal Year 1987

Should we include the purchase of books and the librarian's salary?

Books, yes. Salaries, no.

Item E. Scholarship and Fellowship Expenditures for Fiscal Year 1987

Do you want merit-based scholarships here?

Include all scholarships, including need-based. Exclude loans and college work-study programs.

FINANCE
(Form F3)

A. PURPOSE

Finance data are needed for reporting and projecting the revenues and expenditures in a national activity representing a significant component of the GNP. Traditionally, knowledge of postsecondary education expenditures has been limited in scope to "higher education" institutions. IPEDS expands that scope to include all primary providers of postsecondary education. To enhance the comparability and utility of the finance data, IPEDS has made several improvements in financial reporting: (1) IPEDS is requesting information on expenditures by object (salaries, employee benefits, library acquisitions and utilities); (2) IPEDS is adding a series of clarifying questions to determine what is included/excluded from reported current fund expenditures; and (3) IPEDS has added a section on expenditures for student scholarships and fellowships from Federal, State, local and institutional sources.

B. USES OF DATA

The National Institute of Education uses data from Parts A and B to calculate the Higher Education Price Index (HEPI). This index is a measure of inflation in higher education and is a valuable tool for measuring real change over time in revenues and expenditures.

Among associations, the American Council on Education (ACE), the Association of Institutional Researchers, the Brookings Institution, and the Carnegie Council on Higher Education are frequent users of Finance data. Researchers from these and other organizations use these data to

assess the economic future of the Nation's colleges and universities. The National Center for Higher Education Management Systems in Boulder, Colorado tested indicators of financial condition using CS finance data exclusively. They found that their indicators could identify those institutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Association of College and University Business Officers (NACUBO), and the American Institutes for Research to develop financial and other quantifiable indicators of financial condition. The indicators, developed from data collected by the financial statistics and enrollments, have been used to identify gradations of financial condition and to relate these determinations of condition to Federal higher education policy. With improved data, these types of studies have a greater chance of successful and useful outcomes.

In September 1980, ACE, NACUBO, and CS hosted the Fourth Annual Working Conference on Financial Indicators. During this meeting, several researchers reported progress in this important area and CS was encouraged to improve and expand its collection of finance to aid research and development efforts.

C. PERIODICITY

This survey is collected annually. Report finances for the fiscal year that ended in 1987; please indicate the start and end dates of the fiscal year followed by your institution. The due date for the survey is November 15th.

D. COVERAGE

This survey should be completed by public, less than 2-year award institutions.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

Numbers in parenthesis at the end of the paragraphs refer to pages in College and University Business Administration.

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Current Funds Revenues. Include (1) all unrestricted gifts, grants and other resource earned during the reporting period and (2) restricted resources to the extent that such funds were expended for current operating purposes. Current funds revenues do not include restricted current funds received but not expended because these revenues have not been earned. (396)

COLUMN (1). Unrestricted Revenues. Report all unrestricted revenues earned during the current fiscal year from each of the listed sources. (396)

COLUMN (2). Restricted Revenues. Report all restricted current funds that were expended for current operating purposes from each of the listed sources. (396).

COLUMN (3). Total Revenues. Report the sum of unrestricted and restricted revenues (columns 1 and 2).

Source of Funds	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	\$	\$	\$
Government Appropriations				
Federal	2			
Through State Channels	3			
State	4			
Local	5			
Government Grants and Contracts				
Federal	6			
State or Local	7			
Sales and Services of Educational Activities	8			
Auxiliary Enterprises	9			
Other Sources	10			
Total Current Funds Revenues (sum of lines 1, 2, 4-10)	11	\$	\$	\$

Source of Funds

LINE 1. Tuition and Fees. Report all tuition and fees assessed against students for current education purposes. Include tuition and fee remissions or exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees which are remitted to the State as an offset to the State appropriation. (Charges for room, board, and other services rendered by auxiliary enterprises are reported on line 10.) (397-398)

LINE 2, 3, 4, and 5. Government Appropriations. Report all revenues received from or made available to the institution through acts of a legislative body. These funds are for meeting current operating expenses and NOT for specific projects or other programs. An example is Federal revenue sharing funds (line 2). Federal appropriations received through State channels is a subset of line 2 and should be included in the line 2

total for Federal appropriations, as well as reported separately on line 3. On lines 4 and 5 report State and local appropriations respectively (398-399)

LINE 6-7. Government Grants and Contracts. Report all revenues from governmental agencies which are for specific research projects or other types of programs. Examples are research projects, training programs and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract. Amount equal to the direct cost incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenue (column 2). Related indirect costs recovered should be reported as unrestricted current fund revenues (column 1). Include Pell Grants (formerly BEOGs). Federal grants and contracts received through State channels should be reported on line 7, and State or local appropriation on line 8. (399)

LINE 8. Sales and Services of Educational Activities. Report all revenues derived from the sale of goods or services that are incidental to the conduct of instruction, research or public service. Examples include machine shop products, data processing services provided by students as part of their instruction, cosmetology services, and sales of handcrafts prepared in classes. (400)

LINE 9. Auxiliary Enterprises. Report here all revenues generated by the auxiliary enterprise operations of the institution. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are food services, student health services and retail stores. (401)

LINE 10. Other Sources. Report all items or revenues not covered elsewhere. Examples are interest income and gains (net of losses) from investments of unrestricted current funds. Include revenues resulting from the sales and services of internal service departments to persons or agencies external to the Institution (e.g., the sale of computer time) (401)

LINE 11. Total Current Funds Revenues. Report here the sum of lines 1-2, 4-6, and 8-11.

PART B - Current Funds Expenditures for Fiscal Year 1987.

Type of Expenditures. Report both unrestricted and restricted current funds expenditures in each of the functions listed.

Column 1. Unrestricted Expenditures. Report unrestricted current funds expenditures in column 1. These are the expenditures of unrestricted current funds revenues.

Column 2. Restricted Expenditures. Report restricted current funds expenditures in column 2. These are the expenditures of restricted current funds revenues.

Column 3. Total Expenditures. Report total current funds expenditures. The sum of column 1 and column 2.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages. This amount should have been included in column 3. Include the salaries and wages of all

personnel, full and part-time, for lines 1-3 and 5-7. Do not include expenditures for college work-staff or for employee benefits and salary expenditures. Expenditures for employees benefits and salary are reported on line 13.

Part B - CURRENT FUNDS EXPENDITURES FOR FISCAL YEAR 1987

Function of Expenditures	Line No	Amount (whole dollars)			Amount for Salaries and Wages Without Employee Benefits (Included in Col. 3)
		Unrestricted (1)	Restricted (2)	Total (3)	
EDUCATIONAL AND GENERAL		\$	\$	\$	\$
Instruction	1				
Public Service	2				
Academic Support	3				
Includes Library Expenditures of \$	4				
Student Services	5				
Institutional Support	6				
Operation and Maintenance of Plant	7				
Scholarships and Fellowships	8				
Other E & G Expenditures	9				
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND TRANSFERS (Sum of lines 1-4, 6-11)	10	\$	\$	\$	
Auxiliary enterprises	11				
TOTAL CURRENT FUNDS EXPENDITURES (Sum of lines 10 and 11)	12	\$	\$	\$	
Total Employee Benefits (for salaries included on lines 1-3, 5-7)	13			\$	

Function of Expenditures.

LINE 1. Instruction. Report all the expenditures of the department and other instructional divisions of the institution and expenditures for public service that are not separately budgeted should be included in this classification. Include expenditures for both credit and non-credit activities. Exclude expenditures for academic administration where the primary function is administration. This category includes: academic instruction; occupation and vocational instruction; non-session instruction, community education; preparatory and advanced

education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. (404-406)

LINE 2. Public Service. Report all funds budgeted specifically for public service and expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community. Include expenditures for community service and cooperative extension services. (407-408)

LINES 3 and 4. Academic Support. Report all expenditures for the support services that are an integral part of the institution's primary missions of instruction, research, or public service. Include expenditures for libraries, (requested separately in line 4), museums, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. (Include line 4 expenditures in the line 3 total for academic support.) Line 3 is NOT the sum of lines 1 and 2. (408-409) should include expenditures for organized activities and the operation of a catalogued or otherwise

LINE 5. Student Services. Report all registrar activities, and activities that contribute to students' emotional and physical, intellectual, cultural, and social development outside the formal instruction program. Examples include financial aid administration, and student organizations operated as a self-supporting auxiliary

LINE 6. Institutional Support. Report all expenditures for the day operational support of the institution, excluding expenditures for physical plant operations. Include general administrative expenses, executive direction and planning, legal and fiscal operations, public relations/development. (410-411)

LINE 7. Operation and Maintenance of Plant. Report all expenditures for operations established to provide service and maintenance for campus groups and facilities used for educational and general purposes. Do not include expenditures made from the institutional plant accounts.

LINE 8. Scholarships and Fellowships. Report all funds given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or non-credit. Aid to students in the form of tuition or fee remissions should be included. (Exclude remissions that are granted because of faculty or staff status; include these to staff benefits.) Include Pell Grants in column 2.

LINE 9. Other E & G Expenditures. Report all other expenditures for the institution for activities related to the operation of the institution.

LINE 10. Total Educational and General Expenditures and Transfers. Here the sum of lines 1 through 3 and 5 through 9.

LINE 11. Auxiliary Enterprises. Report all expenditures for totally self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is sufficient to cover the cost of the service.

ed to, although not necessarily equal to, the cost of the service.
les are food services and retail stores. (413-414)

12. Total Current Funds Expenditures. Report the sum of lines 10
11.

13. Total Employee Benefits. Report the fringe benefits paid for
employees whose salaries were reported in lines 1 through 3, and 5
through 7. If no fringe benefits are paid through institutional accounts,
report a zero. If only some fringe benefits are paid through institution-
accounts or if only some personnel whose salaries were reported above
employee benefits, report that proportion of fringe benefits
actually paid by the institution.

Part C - UTILITY EXPENDITURES FOR FISCAL YEAR 1987		
Expenditure	Line No.	Amount (whole dollars)
Total Expenditures for Utilities	1	\$

C - Utility Expenditures for Fiscal Year 1987

1. Total Expenditures for Utilities. Report all expenditures for
utilities in the operation and maintenance of plant and auxiliary enter-
prises and independent operations. Include expenditures for electricity,
fuel oil, coal, water, sewage, etc. used to provide heat, air condi-
tioning, water, and sewage to institutional facilities. Expenditures for
phones and telephone services should not be included. If power is

generated by the institution's own power plant, include the costs here. (412)

Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987

Expenditure	Line No	Amount (whole dollars)
Operating Expenditures for Library Acquisitions (Included on Part B line 4)	1	\$
Other Expenditures for Library Acquisitions (Not Included on Part B line 4)	2	
Total Expenditures for Library Acquisitions (sum of lines 1 and 2)	3	\$

PART D - Library Expenditures for Acquisitions for Fiscal Year

LINE 1. Total Operating Expenditures for Library Acquisitions

on Part B, Line 4). Report total expenditures for library acquisitions that are included on Part B, line 4. (Current funds expenditures) Library acquisitions include all print materials, microfilm, audio-visual materials such as records, films, and computer software. not include expenditures for hardware of any kind. For example, do not include expenditures for computer terminals, microfiche readers, players, and projectors.

LINE 2. Other Expenditures for Library Acquisitions (Not Included

B, Line 4). Report all other expenditures for library acquisitions, including land and buildings, not reported on Part B, line 4. (454)

LINE 3. Total Expenditures for Library Acquisitions. Report

total expenditures for library acquisitions, both current funds and capital expenditures. This is the sum of lines 1 and 2.

Part E - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by institutions responding on Part B, line 8)

SOURCE	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Federal Government Pell Grants	1	\$	\$	\$
Other Federal	2			
State Government	3			
Local Government	4			
Private	5			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6; this total must equal corresponding totals on Part B, line 8, cols 1-3)	7	\$	\$	\$

PART E - Scholarships and Fellowship Expenditures for Fiscal Year 198

Report all expenditures for scholarships and fellowships from governmental, private, and institutional sources. These include Pell Grants and Supplemental Educational Opportunity Grants (SEOGs). State Student Incentive Grants (SSIGs) would normally appear as a State source. Report portable student aid from another State as a State source. Exclude College Work Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Also Fellowships are defined as grants-in-aid and trainee stipends to graduate students. It does not include funds for which services to the institution are rendered, such as payment for teaching, or student

COLUMN 1. Unrestricted. Report unrestricted

for scholarships and fellowships in column 1.

COLUMN 2. Restricted. Report restricted curr

for the expressed purpose of providing schol

column 2.

COLUMN 3. Total. Report total current funds expenditures by source of scholarships and fellowships in column 3. This is the sum of column 1 and 2.

LINE 1. Federal Government/Pell Grants. Report the amount of Pell Grants disbursed by your institution.

LINE 2. Federal Government/Other Federal. Report all expenditures for scholarships and fellowships, excluding Pell Grants, that were received from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-Study funds. State Student Incentive Grants (SSIGs) would normally appear as a State source.

LINE 3. State Government. Report all expenditures for scholarships and fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships and fellowships that were received from local governments.

LINE 5. Private. Report all expenditures received from private sources (e.g., business, foundations, individuals, foreign governments) that were spent for scholarships and fellowships.

LINE 6. Institutional. Report all expenditures for scholarships and fellowships that were generated by the institution. Examples include tuition and fees revenues, endowment income, sales and service of educational activities, and other sources. Exclude funds received from government or private sources (line 1 through 5, above).

Scholarship and Fellowship Expenditures. Report the total and fellowships. This is the sum of lines 1-6. The totals must equal the corresponding totals on Part B, line 8,

DEFINITIONS

CURRENT FUNDS. All funds received for which no stipulation the donor or other external agency as to the purpose for could be expended. (394)

RESTRICTED FUNDS. Those funds available for financing operations limited by donors and other external agencies to specific programs, departments, or schools. Externally imposed restrictions be contrasted with internal designations imposed by the board on unrestricted funds. (394-395)

REVENUES. This includes (1) all unrestricted gifts, grants, resources earned during the reporting period and (2) restricted revenues to the extent that such funds were expended. Current fund revenues do not include restricted current funds received but not expended revenues have not been earned. (396)

EXPENDITURES AND TRANSFERS. The costs incurred for goods and services used in the conduct of the institution's operations. They include the acquisition cost of capital assets, such as equipment and buildings, to the extent current funds are budgeted for and used by departments for such purposes. (402)

EMPLOYEE BENEFITS. Employee Benefits include retirement plans, security taxes, medical/dental plans, guaranteed disability income, tuition plans, housing plans, unemployment compensation, life insurance, workmen's compensation, and other benefits in kind cash options. It includes vacation and sick leave to the extent of

FINANCE
(FORM F3)

Questions And Answers

Part A. Current Funds Revenues for Postsecondary Programs by Source for
Fiscal Year 1987

What is a current fund revenue?

Current funds revenues include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted current funds to the extent that they were spent to meet current operating expenses. By current operating expenses, we include expenses such as payroll, utilities, materials, supplies, and minor short-term equipment. Exclude funds received for physical plant and loans.

Columns (1) and (2) ask for unrestricted and restricted current funds. How will I know whether the revenues my school receives are unrestricted or restricted?

The source of the funds (i.e., the donor) is the one who puts "restrictions" on funds. The restrictions, if any, will be clearly written, as in a contract or a grant. The restrictions tell the institution (the recipient) how the donor (the source of the money) wants that money spent. Examples include scholarships and research contracts. Examples of unrestricted revenues include tuition and fee collections, income from sales and services, some private gifts, and some endowment income. Please note that revenues earmarked for a specific purpose by your president or board of directors are designated funds, not restricted funds, and should be reported as unrestricted current funds.

Q The fiscal year at my school ends December 31st. Should I report only the finances for the period that coincides with the fiscal year?

A No. Give us data for your fiscal year whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calendar year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of page 2 the period of coverage for your fiscal year.

Q Where do we report money received for the purchase of land, buildings, or major equipment?

A Do not report funds for plant in part A.

Q Does line 1, tuition and fees, include Pell Grant money?

A Line 1 should include all tuition collections regardless of source, plus waivers and remissions.

Q Do we also report Pell Grants, Federal grants, and contract income?

A Yes, but only to the extent expended.

Q By current funds, do you mean general funds?

A Some 2-year colleges have "general funds" and "auxiliaries." Current funds embraces them both. Line 9 is where you would report your auxiliaries (e.g., dorms, cafeterias, book stores, and theatres).

Part B. Current Funds Expenditures and Transfer for Fiscal Year

Q This part B collects expenditures by function. Where do we report certain objects of expenditures such as payroll costs?

A Report salaries for staff according to their predominant function. For example, teaching faculties' salaries go on line 1, instruction.

If a faculty member is engaged primarily in research, even though (s)he may teach, report her(his) salary on line 9 other E&G expenditures.

Should I report staff benefits/fringe benefits as institutional support?

Ideally, retirement and other compensation should be reported with the salaries for those staff. That is, benefits should be in the appropriate functional category.

Should we report College Work-Study on line 8?

No. Line 8 is for grants-in-aid for which no repayment is required, neither cash nor work service. Report CWS expenditures according to where the student worked. If (s)he worked for a teaching faculty, put that expense in with instruction (line 1). If (s)he worked off campus, its probably a public service expenditure (line 2). If exact data are not available on the functions performed by CWS students, please estimate.

C. Utility Expenditures for Fiscal Year 1987

Should we include energy conservation measures we have (e.g., storm windows, solar panels)?

No.

D. Library Expenditures for Acquisitions for Fiscal Year 1987

Should we include the purchase of books and the librarian's salary?

Books, yes. Salaries, no.

Part E. Scholarships and Fellowships Expenditures for Fiscal Year

Q Do you want merit-based scholarships here?

A Include all scholarships, including need-based. Exclude loan college work-study programs.

SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY

(Form SA)

PURPOSE

The purpose of this survey is to collect the numbers, salaries, and benefits of full-time instructional faculty at postsecondary institutions. The survey produces data on salaries, tenure, and fringe benefits at the institution, state, regional, and national levels. Specific uses of the data follow.

USES OF DATA

These data are used by:

- o The Department of Education's Assistance Management and Procurement Service (AMPS) which makes "frequent use of the salary survey data collected by CS", to save "the Department millions of dollars during the contract negotiation process".
- o The Office of Tax Analysis, Department of Treasury, in reviewing fringe benefits packages where tax considerations are ongoing.
- o The Bureau of Labor Statistics (BLS), Department of Labor, in developing its Occupational Outlook Handbook.
- o Units of the Department of Education, such as the National Institute of Education and the Office of Planning, Budget and Evaluation and Dissemination, in developing financial indicators relating to higher education.
- o The House Labor and Human Resources Committee, the Office of Civil Rights, and the Bureau of the Census.

State agencies rely on staff, salary, tenure, and fringe data to determine budgets for the State-supported institution make comparative studies with other states.

Professional and educational associations use salary and tenure to evaluate the mobility of faculty, the differences in salaries men and women, and the status of the profession.

Institutions use salary and fringe benefits data to establish their own compensation packages. Institution officials study the compensation packages (salaries plus fringe benefits) offered by their peer institutions and competitors prior to developing their salary and fringe benefits.

C. PERIODICITY

Beginning in 1987, IPEDS will collect salary data on a biennial basis. The due date is November 15th.

D. COVERAGE

PERIOD OF REPORT

This report requests data on full-time instructional faculty (including those under contract but not yet in the payroll) by the institution as of October 1, 1987.

Faculty Included in This Report

1. Members of the Instruction/Research staff who are employed (as defined by the institution) and whose major regular assignment is instruction, including those with released time for other duties.
2. Instructional faculty on sabbatical leave at their regular salary even though the faculty member may be receiving a reduced salary.

full-time replacements for instructional faculty on leave without pay.

chairmen of departments (if they have no other administrative title and hold a faculty rank) at their contracted faculty salary.

Not Included in this Report

do not report the numbers, salaries, or fringe benefits for any of the groups of employees listed below:

- . Replacements for those on sabbatical leave.
- . Instructional Faculty on leave without pay.
- . Instructional faculty for preclinical and clinical medicine.
If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.
(NOTE: Instructional faculty in all other health fields, such as dentistry, veterinary medicine, nursing, dental hygiene, etc., should be reported.)
- . Instructional faculty who are employed on a part-time basis.
If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.
- . Instructional faculty (such as members of religious orders) whose services are valued by bookkeeping entries rather than by full cash transactions. If this statement applies to all

instructional faculty at your institution, please appropriate exclusion category at the top of page 1.

6. Instructional faculty who, as members of military organizations are paid on a different salary scale from civilian faculty. If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.
7. Administrative officers with titles such as Dean of Faculty, Academic Dean, Dean of Faculty, Dean of Students, Registrar, Coach, etc., even though they may devote part of their time to classroom instruction.
8. Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, research associate, teaching fellow, etc.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Salaries and Tenure of Full-Time Instructional Faculty
Year 1987-88

Faculty should be reported as having 9/10-month, 11/12-month, or less than 9/10-month salaries on the basis of the contracted period, not on the basis of the number of installments in which salaries are paid. Additional stipends for administrative, managerial responsibilities should not be included in the salary calculation.

PART A - SALARIES AND TENURE OF FULL-TIME INSTRUCTIONAL FACULTY, ACADEMIC YEAR 1987-88

SEX AND ACADEMIC RANK	LINE NO	FACULTY WITH TENURE (1)	NON-TENURED FACULTY		TOTAL NUMBER OF FACULTY (COLS 1-3) (4)	TOTAL SALAR OUTLAY (IN WHOLE DOLLARS) (5)
			Those on Tenure Track (2)	Those Not on Tenure Track (3)		
FACULTY ON 9/10- MONTH SALARY CONTRACTS MEN						
1. PROFESSORS	1					\$
2. ASSOCIATE PROFESSORS	2					
3. ASSISTANT PROFESSORS	3					
4. INSTRUCTORS	4					
5. LECTURERS	5					
6. NO ACADEMIC RANK*	6					
TOTAL MEN (LINES 1-6)	7					\$
WOMEN						
1. PROFESSORS	8					\$
2. ASSOCIATE PROFESSORS	9					
3. ASSISTANT PROFESSORS	10					
4. INSTRUCTORS	11					
5. LECTURERS	12					
6. NO ACADEMIC RANK*	13					
TOTAL WOMEN (LINES 8-13)	14					\$
TOTAL FACULTY ON 9/10- MONTH SALARY CONTRACTS (LINES 7+14)	15					\$
FACULTY ON 11/12- MONTH SALARY CONTRACTS MEN						
1. PROFESSORS	16					\$
2. ASSOCIATE PROFESSORS	17					
3. ASSISTANT PROFESSORS	18					
4. INSTRUCTORS	19					
5. LECTURERS	20					
6. NO ACADEMIC RANK*	21					
TOTAL MEN (LINES 16-21)	22					\$
WOMEN						
1. PROFESSORS	23					\$
2. ASSOCIATE PROFESSORS	24					
3. ASSISTANT PROFESSORS	25					
4. INSTRUCTORS	26					
5. LECTURERS	27					
6. NO ACADEMIC RANK*	28					
TOTAL WOMEN (LINES 23-28)	29					\$
TOTAL FACULTY ON 11/12-MONTH SALARY CONTRACTS (LINES 22+29)	30					\$
FACULTY ON LESS THAN 9-MONTH SALARY CONTRACTS TOTAL MEN AND WOMEN	31					\$

- o PART A, SECTION 1: Faculty on 9/10-Month Salary Contracts. T
- term, 9/10-month salary contract, applies to faculty who teach
- for two semesters, three quarters, two trimesters, two four-mo
- sessions, or the equivalent.

In reporting faculty by academic rank, use the institutional designations. Institutions without standard academic designations with designations different from those listed should report instructional faculty in the category, "No Academic Rank." When reporting tenure status use the institution's criteria or requirements for tenure.

COLUMN (1). Faculty with Tenure. For each line report the number of full-time instructional faculty with tenure.

COLUMN (2). Non-tenured Faculty on Tenure Track. For each line report the number of full-time instructional faculty who are non-tenured, but are in positions which lead to consideration for tenure.

COLUMN (3). Non-tenured Faculty Not on Tenure Track. For each line report the number of full-time instructional faculty who are non-tenured and are not in positions which lead to consideration for tenure.

COLUMN (4). Total Number of Faculty. For each line report the sum of columns (1), (2), and (3).

COLUMN (5). Total Salary Outlay. For each line report the nearest whole dollar the total salary outlay for those reported in column (4).

- o PART A, SECTION II: Faculty on 11/12-Month Salary Contract. term, 11/12-month salary contract, applies to faculty

for the entire year. These faculty members are usually employed for 11 months of teaching.

In Part A, Section II, report the data for full-time instructional faculty on 11/12-month salary contracts. Follow directions for Part A, Section I for reporting data in columns (1) through (5).

- o PART A, SECTION III: Faculty on Less Than 9/10-Month Salary Contracts. In Part A, Section III, report data for full-time instructional faculty on less than 9/10-month salary contracts, all ranks combined, total men and women. Follow directions for Part A, Section I for reporting data in columns (1) through (5).

T B - Fringe Benefits of Full-Time Instructional Faculty on 9/10-month and 11/12-Month Salary Contracts, Academic Year 1987-88

Report the projected fringe-benefit expenditures which will be covered by the institution, State or local government to full-time instructional faculty during the academic year. Fringe benefits should be reported only for those salaried instructional faculty on 9/10-month contracts. However, excluding those on less than 9/10-month contracts (Section III).

The fringe-benefits expenditures for all full-time instructional faculty on 9/10-month contracts should be reported in column (1). The number covered in column (2). Similarly, for full-time instructional faculty on 11/12-month contracts, report the number covered in column (3) and the number covered in column (4).

Fringe benefits are defined as cash contributions in the supplementary or deferred compensation other than salary. The contribution should be excluded when determining the dollar amount of fringe benefits. Expenditures should be reported to the nearest dollar. When an expenditure is reported for a fringe benefit, the number of persons receiving the benefit should also be reported.

**PART B - FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY
ON 9/10-MONTH AND 11/12-MONTH SALARY CONTRACTS, ACADEMIC YEAR 1987-88**

FRINGE BENEFITS	LINE NO	FACULTY WITH 9/10-MONTH CONTRACTS		FACULTY WITH 11/12-MONTH CONTRACTS
		EXPENDITURE (IN WHOLE DOLLARS)	NUMBER COVERED	EXPENDITURE (IN WHOLE DOLLARS)
		(1)	(2)	(3)
RETIREMENT PLANS (OTHER THAN SOCIAL SECURITY)				
VESTED WITHIN 5 YEARS	1	\$		\$
VESTED AFTER 5 YEARS	2			
MEDICAL/DENTAL PLANS	3			
GUARANTEED DISABILITY INCOME PROTECTION	4			
TUTORIAL PLAN				
RESTRICTED <input type="checkbox"/> YES <input type="checkbox"/> NO	5			
HOUSING PLAN				
RESTRICTED <input type="checkbox"/> YES <input type="checkbox"/> NO	6			
SOCIAL SECURITY TAXES	7			
UNEMPLOYMENT COMPENSATION TAXES	8			
GROUP LIFE INSURANCE	9			
WORKMAN'S COMPENSATION TAXES	10			
OTHER BENEFITS IN KIND WITH CASH OPTIONS	11			
TOTAL	12	\$		\$

LINES 1 and 2. Retirement Plans (other than Social Security).

Report contributions by the institution, State and local government for retirement on lines 1 and 2 according to the vesting provisions of the institution's retirement plan. A vested retirement plan is defined as one in which the full amount of the contribution by the institution and local government, with accumulations thereon, will be made available as a benefit in case of death while in service and with no forfeiture in case of resignation or dismissal from the institution.

1, report contributions toward retirement if they become vested in the faculty member not later than the end of the 5th year of full-time service at the institution and are not lost to the member if the member leaves the institution or moves to another state. If the institution's retirement vesting provision meets the 5-year criterion, report all contributions to the retirement plan on line 1 even though some faculty members may have been employed less than 5 years.

2, report expenditures for retirement plans in which the employer's contribution becomes vested in the faculty member after 5 years or only at retirement.

3. Medical/Dental Plans. Report contributions to insurance plans that provide for hospital, medical, surgical, or dental care.

4. Guaranteed Disability Income Protection. Report expenditures, through insurance or otherwise, for long-term disability income payments (treated as salary in excess of 6 months) and not covered in other retirement or insurance plans listed on this form. These payments are to consist of the accumulation of unused sick-leave benefits.

5. Tuition Plan. Report cash payments and the dollar value of tuition waivers and exchanges for dependents of faculty members to attend any institution or this institution. If the tuition plan is available to all children of all faculty members to attend any institution of their choice, please check "No" on line 5. If either of these conditions does not apply, please check "Yes" on line 5. The number covered by this plan should be the number of faculty dependents receiving tuition,

rather than the number of faculty members covered by the benefit. If the number of faculty dependents who will receive this benefit in the academic year covered by this report is unknown when this report is prepared, apply the current rate for the benefit to the number of dependents in the previous academic year to derive an estimate.

LINE 6. Housing Plan. Report the expenditures in the form of payments or subsidies to faculty members for off-campus or institution-owned housing. If faculty members have the option of choosing off-campus housing, please check "No" on Line 6. If the housing plan only covers institution-owned housing, please check "Yes" on Line 6. If the number of faculty members who will receive the housing benefit in the academic year covered by this report is unknown when this report is being prepared, apply the current rate for this benefit to the number of faculty members receiving housing benefit in the previous academic year to derive an estimate.

LINE 7. Social Security Taxes. If covered by Social Security, report the F.I.C.A. taxes calculated at the rate effective January 1, 1950.

LINE 8. Unemployment Compensation Taxes. Report the taxes (not including the amount to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State Unemployment Fund).

LINE 9. Group Life Insurance. Report expenditures by the institution to support the group life insurance program.

LINE 10. Workman's Compensation Taxes. Report the taxes (not including the amount to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State Unemployment Fund).

LINE 11. Other Benefits in Kind with Cash Options. Report personal benefits in kind only if the faculty member has, without the imposition of conditions, the option of taking a cash payment if the person prefers to use the money in some other way. Since the objective is the measurement of income available for personal consumption, as distinct from professional purposes, benefits of a professional nature (such as convention travel membership fees, grading assistance, faculty clubs, etc) should not be included.

LINE 12. Total. Report the sum of the figures reported in each of the "Expenditures" columns (1 and 3).

F. EDIT CHECK

The total "Number Covered" is an unduplicated count of persons participating in one or more benefit plans (excluding those on line 5) not the sum of all figures reported in each of the "Number Covered" columns. Please verify that the number covered on each line of Part B (with the exception of line 5) does not exceed the sum of the totals reported on lines 15 and 30 (column 4) in Part A.

DEFINITIONS

INSTRUCTIONAL STAFF. Instruction/Research staff who are employed full time as defined by the institution and whose major regular assignment is instruction, including those with released time for research.

TENURE. Status of a personnel position, or a person occupying a position, or occupation, with respect to permanence of position.

TENURE TRACK. Positions that lead to consideration for tenure.

SALARIES AND FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY
(Form SA1)

Questions and Answers

Part A - Salaries and Tenure of Full-Time Instructional Faculty, Academic
Year 1987-88

Q I noticed that you've added two new columns for information on non-tenured faculty. How are you defining tenure?

A We ask that you report numbers of faculty by tenure status according to your institution's definition of tenure. We provide a definition of tenure and of tenure track on page 11 of the survey form.

Q Is this report for all our faculty?

A No. We want the numbers and salaries of full-time instructional faculty on 9/10, 11/12, and less than 9/10-month salary contracts. We list the faculty to be excluded for purposes of this survey on pages 3-4 of the survey form.

Q If our institution is in collective bargaining with our teaching faculty at the time this report is due, do you want us to report them at last year's salaries?

A No. We want faculty reported at their contracted salaries for academic year 1987-88. If these salaries are not known, contact CS and/or your State coordinator to tell them when you think you will be able to respond (i.e., when the salaries will be determined).

Q Some of our faculty receive a stipend for handling administrative duties in addition to their contracted teacher's salary. Should we include this stipend?

A No. Report only that portion of their salaries determined by their contracted teaching responsibilities.

Q We have faculty who teach for 9 months but who are paid over 12 months. Should we report them in Section I or II?

A Section I, faculty on 9/10 month contracts.

Part B - Fringe Benefits for Full-Time Instructional Faculty on 12 Month and 11/12 Month Salary Contracts, 1987-88, Men and Women

Q Are there different faculty to be included in Part B than those included in Part A?

A No. Report the fringe benefits only for those faculty whose salaries you reported in Part A, Sections I and II.

Q Our Institution does not pay into a workmen's compensation fund; we're self-insured. Should we report the benefits paid out in 1987-88?

A No. Report the (estimated) amount which would otherwise be paid by the State. The same is true for unemployment compensation.

FALL STAFF
(Form S)

PURPOSE

Through IPEDS and CS' coordination with the Equal Employment Opportunity Commission, it will be possible for the first time to obtain and report a comprehensive picture of staff in postsecondary education -- their status -- full-time or part-time and by the type of work they

USES OF DATA

CS will use the totals of full-time and part-time staff from the EEO-6 form for institutions with 15 or more full-time and part-time employees and the IPEDS abbreviated staff form for smaller institutions to get an estimate of the total number of individuals employed in the postsecondary education sector. Uses of the data will also include:

- (1) Supplement to the Equal Employment Opportunity Commission's data collection (Form EEO-6);
- (2) A comprehensive picture of persons employed in the postsecondary education sector;
- (3) Data for postsecondary institutions on the faculty; and
- (4) Comparison of staffing patterns by institution type, size, and control and will permit relationships and staff resources to be drawn.

C. PERIODICITY

Beginning in 1987, IPEDS will collect staff data biennially on the date 15 November 15th.

D. COVERAGE

All persons on the Institution's payroll as of October 1, 1987, are to be included in this report.

Exclusions - Do not include the following persons in the report:

1. Casual employees.
2. Students in the College Work-Study program.
3. Persons whose services are paid by an outside contractor for performing a function for the Institution such as maintenance, food service, security, etc.
4. Persons who volunteer or donate services to the Institution.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

Employees as of October 1, 1987 By Primary Occupational Activity ¹	Line No	Number of Employees			
		Full-time		Part-time	
		Men (1)	Women (2)	Men (3)	Women (4)
Executive, Administrative and Managerial	1				
Faculty (Instruction/Research)	2				
Instruction/Research Assistants	3				
Professional Non-Faculty	4				
Technical and Paraprofessionals	5				
Clerical and Secretarial	6				
Skilled Crafts	7				
Service/Maintenance	8				
Total, (Sum of lines 1 through 8)	9				

¹ Excludes casual employees or students in the College Work-Study Program

PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

- o Report in columns 1-4 men and women by their full-time/part-time status as of October 1, 1987. This status is to be determined by the institution. The attached definitions should assist in clarifying full-time/part-time status.
- o Each employee must be accounted for in one and only one of the primary occupational activity categories in Part A, lines 1-4. If an employee is engaged in two or more separate activities, the employee should be reported in the principal activity. The institution should determine what constitutes the principal activity.

NOTE: If there are no employees in a category, please indicate this with a zero.

The following explanations of categories identified by their line numbers will assist in the assignment of employees to primary occupational activity categories.

Line 1. Executive, Administrative, and Managerial
Report all persons whose assignments require responsibility for management of the institution or a major department or subdivision. This category includes persons who require the performance of work directly related to the policies or general business operations of the institution, department, or subdivision, etc. It is as distinguished from persons who are employed in this category customarily and regularly

C. PERIODICITY

Beginning in 1987, IPEDS will collect staff data biennially. The due date is November 15th.

D. COVERAGE

All persons on the Institution's payroll as of October 1, 1987 are to be included in this report.

Exclusions - Do not include the following persons in this report:

1. Casual employees.
2. Students in the College Work-Study program.
3. Persons whose services are paid by an outside contractor performing a function for the Institution such as custodial, maintenance, food service, security, etc.
4. Persons who volunteer or donate services to the Institution.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

Employees as of October 1, 1987 By Primary Occupational Activity ¹	Line No	Number of Employees			
		Full-time		Part-time	
		Men (1)	Women (2)	Men (3)	Women (4)
Executive, Administrative and Managerial	1				
Faculty (Instruction/Research)	2				
Instruction/Research Assistants	3				
Professional Non-Faculty	4				
Technical and Paraprofessionals	5				
Clerical and Secretarial	6				
Skilled Crafts	7				
Service/Maintenance	8				
Total, (Sum of lines 1 through 8)	9				

¹ Excludes casual employees or students in the College Work-Study Program

- o Report in columns 1-4 men and women by their full-time/part-time status as of October 1, 1987. This status is to be determined by the institution. The attached definitions should assist in clarifying full-time/part-time status.
- o Each employee must be accounted for in one and only one of the primary occupational activity categories in Part A, lines 1-8. If an employee is engaged in two or more separate activities, the employee should be reported in the principal activity. The institution should determine what constitutes the principal activity.
- o If there are no employees in a category, please indicate this with a zero.

The following explanations of categories identified by their line numbers will assist in the assignment of employees to primary occupational activity categories.

1. Executive, Administrative, and Managerial

Report all persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent

to exercise discretion and independent judgement, and to direct the work of others. Report in this category all officers holding titles such as President, Vice President, Dean, Director or the equivalent, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.

NOTE: Supervisors of professional employees are included here, while supervisors of nonprofessional employees (technical, clerical, craft, and service/maintenance force) are to be reported within the specific categories of the personnel they supervise.

Line 2. Faculty (Instruction/Research)

Report all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. If their principal activity is instructional, report in this category Deans, Directors or the equivalent, as well as Associate Deans, Assistant Deans and executive officers of academic departments (chairpersons or department heads, or the equivalent). Do not include student assistants or research assistants here, but report them on Line 11.

Report all students employed on a part-time status for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. These positions are typically held by graduate students having such titles as teaching assistant, teaching associate, teaching fellow, or research assistant. Exclude any students in the College Work-Study Program.

line 4. Professional Non-Faculty

Report all persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Includes employees such as librarians, accountants, persons who sell educational services, student personnel workers, counselors, system analysts, and coaches.

line 5. Technical and Paraprofessionals

Report all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutions, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aids, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators,

technicians (medical, dental, electronic, physical science) and similar occupational activity categories which are functionally defined as technical assignments.

Line 6. Clerical and Secretarial

Report all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and paper work required in an office, such as bookkeepers, stenographers, clerk-typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks in those employed full-time in the bookstore, and library assistants who are not recognized as librarians.

Line 7. Skilled Crafts

Report all persons whose assignments typically require manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or formal training programs. Include mechanics and repairmen, electricians, stationary engineers, skilled machinists, upholsterers, carpenters, compositors, and type-setters.

8. Service/Maintenance

Report all persons whose assignments require limited degrees of previously acquired skills and knowledge and who perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the Institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundkeepers, refuse collectors, construction laborers, and security personnel.

PART B - CONTRACTED OR DONATED SERVICES

If the Institution contracts with outside firms for services, either whole or in part, or receives donated services (volunteers, services funded by the Systems Office for which the branch is not charged, etc.) which would otherwise be provided by paid employees, check the appropriate box. If a service for which your Institution contracts is not listed, check "other".

PART B - CONTRACTED OR DONATED SERVICES

Please indicate any services not provided by the employees in Part A, i.e. whose services are contracted by or donated to the institution

Check all that apply

(1) ☐ Faculty (Instruction/Research)

(3) ☐ Service/Maintenance

(2) ☐ Technical and Paraprofessionals

(4) ☐ Other

(5) ☐ No services are contracted or donated

F. EDIT SPECIFICATIONS

1. Every cell in Part A, Line 9 columns 1-4 must have a numeric entry. If there are no employees in a category, enter zero.
2. If there is an entry greater than zero in any column, lines 1-8, line 9 must be greater than zero in the particular column.

FALL STAFF (FORM S)

Questions and Answers

- Q. If an institution hires three graduate students to work on a research project for 20, 30, 40 hours a week, how should they be reported?
- A. The institution should define graduate students working as instruction/research assistants who perform services full-time or part-time. These students should be reported as part-time employees regardless of whether they worked full-time or part-time.
- Q. How should a cafeteria worker whose duties are cashiering be classified?
- A. Even though the employee is included in their manpower resources as a cafeteria worker, the institution should report the employee under the category clerical/secretarial because the activity is of a clerical nature.
- Q. If a skilled craftsman is hired to work in an apprenticeship program, and his activities include instructing as well as performing services, should these two activities be considered
- A. No. The institution should report the employee in only "skilled crafts" category.
- Q. Define part-time employee as opposed to casual.
- A. The institution should define part-time employees in terms of hours worked per week, status of the employee (casual or permanent) factors should be determined. Casual employees are usually students who work on a "crunch", such as at registration that last only for a day, week, or

LIBRARIES
(FORM L)

PURPOSE

This survey will provide current and trend data on the status of collections, circulation, salaries, staff, and operating expenditures of libraries in postsecondary institutions.

USES OF DATA

The users and use of the data include the following:

- o Congress assesses the impact of library grant programs, the need for revisions of present legislation, and the allocation of funds.
- o Federal agencies - The Education Department, NCLIS, the National Library of Medicine, and the Library of Congress use the data to evaluate the condition of libraries and to administer programs.
- o State Education Agencies coordinate the collection of library data in their States and retain the data for national comparisons of library development, and expenditures.
- o College librarians and administrators compare with other college libraries in such areas of collections, budgets, staff, and use of these statistics to plan for effective use of Federal funds.

- o Library associations use the information to determine of library operations and the status of the profession
- o Accrediting agencies use the information as evidence of institution is or is not maintaining a quality program
- o Research organizations use data for studies on libraries
- o The National Library of Medicine uses the data to identify number of health science libraries, to project the use of services to other libraries, to prepare documentation for Congressional budget hearings and inquiries, and to study the impact of the Medical Library Assistance Act on the training of librarians.
- o The Center for Libraries and Education Improvement uses the data to determine the proportion of Federal Funds for library and institutional expenditures for assessing meeting of effort and matching requirements, to evaluate programs, and to prepare documentations for Congressional hearings and inquiries.
- o Staff data are input to supply/demand models for professional and paraprofessional librarians.

C. PERIODICITY

Data for this report will be collected every four (4) years, in fall 1988, and will be due November 15th.

COVERAGE

PERIOD OF REPORT

Information is reported for the following time periods:

- (1) Fiscal year 1988 - a 12-month period between June 1, 1987 and September 30, 1988 which corresponds to your institution's fiscal year.
- (2) Typical week in fall semester, 1988 - a typical week is one without holidays when the central or main library is open during its regular hours for general use.
- (3) Fall 1988 - the point in time in the fall of 1988 when the survey form is being completed.

INSTRUCTIONS FOR COMPLETING THIS FORM

GENERAL INSTRUCTIONS

Please respond to each item on this report in the space provided. The Glossary provides definitions of terms used in this report. If an exact figure is not available for a particular item but the amount is known to be greater than zero, ENTER AN ESTIMATE OF THE AMOUNT and indicate by use of parentheses. Refer to the American National Standard for Library Information Sciences and Related Publishing Practices-Library Statistics (1983) for information on estimation methods and other definition clarifications. Items which are left blank will be interpreted as zero or not relevant to your library. Request help from your business office providing library expenditure and contracted salary, wage, and fringe benefit data.

PART A - Number and Hours of Public Service Outlets, Fiscal Year

PART A - NUMBER AND HOURS OF PUBLIC SERVICE OUTLETS, FISCAL YEAR 1988		
ITEM	LINE NO	
BRANCH LIBRARIES (EXCLUDE MAIN OR CENTRAL LIBRARY)	1	
ANNUAL PUBLIC SERVICE HOURS	2	

BRANCH LIBRARIES (line 1). Report the number of branch libraries institution that are open all or part of fiscal year 1988. (DO NOT REPORT THE MAIN OR CENTRAL LIBRARY). Branch libraries are auxiliary units that have all of the following: (1) separate quarters, (2) a permanent collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit. (For certain types of institutions, they are part of an institution with the same FICE code as the central library).

ANNUAL PUBLIC SERVICE HOURS (line 2). Report the total hours of public service of the main or central library and of all branches during fiscal year 1988. If the main library is open 60 hours per week (60 X 52 = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual public service for the library is 4 x 3070 = 12,280 hours.

PART B - Library Staff, Fall 1988

PART B - LIBRARY STAFF, FALL 1988 (EXCLUDE MAINTENANCE AND CUSTODIAL STAFF)

STAFF	LINE NO	NUM OF
LIBRARIANS	3	
ALL OTHER PAID STAFF	4	
CONTRIBUTED SERVICES STAFF (TO BE REPORTED ONLY BY PRIVATELY CONTROLLED INSTITUTIONS WHICH ARE AFFILIATED WITH A RELIGIOUS ORGANIZATION)	5	
STUDENT ASSISTANCE FROM ALL FUNDING SOURCES	6	
TOTAL FTE STAFF (SUM OF LINES 3 THROUGH 6)	7	

FULL-TIME EQUIVALENT (FTE) EMPLOYEES. Report the sum of the number of full-time employees plus the number of full-time equivalent of the part-time employees. To compute full-time equivalents of part-time employees, take the number of hours worked by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 (FTE).

LIBRARIANS (line 3). Report the number of staff members doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. Include unfilled positions if search is currently underway.

ALL OTHER PAID STAFF (line 4). Report the total FTE for all other paid library staff in filled positions in Fall 1988 who are paid annual salaries. If professional or nonprofessional staff in your library are paid hourly wages, yet fill positions which are salaried annually in most other libraries, they should also be included. Exclude maintenance and custodial staff.

CONTRIBUTED SERVICES STAFF (line 5). Report the total FTE of contributed services staff. Contributed services staff should be reported only by religious institutions or institutions affiliated with religious or theological organizations. Publicly controlled institutions receiving volunteer or contributed services (if any) should exclude data respecting such services in this report.

STUDENT ASSISTANCE FROM ALL FUNDING SOURCES (line 6). Report the total FTE for student assistance, by students employed on an hourly basis whose wages are charged either to the library budget or to a budget other than the library budget. Exclude maintenance and custodial staff.

TOTAL FTE STAFF (line 7). Report the sum of lines 3 through 6.

PART C - Library Operating Expenditures, Fiscal Year 1988

Part C has been divided into two sections to facilitate reporting. All operating expenditures should be reported in Section I, Standard Operating Expenditures, which includes lines for items that appear on most library operating budgets. Section II, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered collection expenditures in some libraries. In other libraries it may be reported under "other operating expenditures.") Section II is a subset of Section I and most likely would have been reported as "other operating expenditures." They are requested here, however, so that trends in these important areas may be documented.

EXPENDITURES (lines 8-24). Report the funds expended from the library budget in fiscal year 1988 regardless of when the funds may have been received from Federal, State, or other resources. Expenditures should be reported for the 12-month period which corresponds to your library's fiscal year between the calendar period June 1, 1987, to September 30, 1988. Report all expenditures in whole dollars.

PART C - LIBRARY OPERATING EXPENDITURES, FISCAL YEAR 1988

SECTION I. STANDARD OPERATING EXPENDITURES

CATEGORY	LINE NO	AMOUNT (WHOLE DOLLARS ONLY)
SALARIES AND WAGES	8	\$
FRINGE BENEFITS	9	\$
PERIODICALS	10	\$
PRINT MATERIALS (EXCLUDE SERIAL SUBSCRIPTIONS AND MICROFORMS)	11	\$
SERIAL SUBSCRIPTIONS (INCLUDE ALL PHYSICAL FORMATS)	12	\$
MICROFORMS (EXCLUDE SERIAL SUBSCRIPTIONS)	13	\$
COMPUTER SOFTWARE	14	\$
AUDIOVISUAL MATERIALS	15	\$
OTHER	16	\$
DEPRECIATION	17	\$
REPAIRS	18	\$
OTHER OPERATING EXPENDITURES	19	\$
TOTAL OPERATING EXPENDITURES (SUM OF LINES 8 THROUGH 19)		\$

o SECTION I: Standard Operating Expenditures

SALARIES AND WAGES (line 8). Report expenditures for full- and part-time salaries and wages before deductions, but exclude fringe benefits provided by your institution for all regular library staff. Exclude contributed services, maintenance and custodial staff, and students serving on an hourly basis.

FRINGE BENEFITS (line 9). Report the sum of all fringe benefits for all library staff whose salaries and wages are shown on line 8. Fringe benefits are defined as cash contributions

the form of supplementary or deferred compensation other than salary. The employee's contribution should be excluded when determining the dollar value of fringe benefits. Fringe benefits include: retirement plans, medical plans, guaranteed disability income protection plans, tuition plans, housing plans, social security taxes, unemployment compensation plans, group life insurance plans, workmen's compensation, and other benefits in-kind with cash options. If these benefits are paid from the library budget, please enter zero.

PRINT MATERIALS (line 10). Report expenditures for all materials consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, government documents, braille materials, ephemeral printed materials, and the like. Exclude serial subscriptions and microforms.

SERIAL SUBSCRIPTIONS (line 11). Report expenditures for publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' serials.

MICROFORMS (line 12). Report expenditures for all photographic reproductions of textual, tabular, or graphic materials reduced in size so that they can be used only with magnification.

two main types of microforms are microreproductions on transparent materials (roll microfilm, aperture cards, microfiche, and ultrafiche) and reproductions on opaque materials. Exclude serial subscriptions.

COMPUTER SOFTWARE (line 13). Report expenditures for all programs, procedures, and associated documentation that instruct the computer to perform certain tasks. This excludes the physical components of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 14). Report expenditures for all library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials such as cartographic and three-dimensional materials.

OTHER (line 15). Report any expenditures for other collection materials not placed in lines 10 to 14.

CONSERVATION (line 16). Report any expenditures spent on specific measures, individual or collective, undertaken for the repair, maintenance, restoration, or protection of library materials, including but not limited to binding and rebinding, materials conversion, deacidification, lamination, and restoration.

EQUIPMENT (line 17). Report expenditures for all library equipment purchased during the 1987 fiscal year. Include microform equipment, audiovisual equipment and computer related equipment.

ALL OTHER OPERATING EXPENDITURES (line 18). Report expenditures for travel, rental, leases, insurance, postage and freight, printing, replacement of equipment and furnishings, supplies and membership costs and students working on an hourly basis. Exclude expenditures for utilities, plant maintenance and operation, and capital outlay.

TOTAL OPERATING EXPENDITURES (line 19). Report the sum of lines 8-18.

EDIT CHECK. The total reported on line 9 must be less than that reported on line 8.

SECTION II. SELECTED SPECIAL EXPENDITURES

COMMUNICATIONS POSTAGE	20
TELECOMMUNICATIONS	21
CONTRACTED COMPUTER SERVICES	22
ONLINE DATABASE SEARCHING	23
COMPUTER HARDWARE	24

*SI Form 650-14P-L

- o SECTION II: Selected Special Expenditures. (Note: These expenditures should have been included in lines 8-18).

POSTAGE (line 20). Report all expenditures for postage delivery, including U.S. Mail and commercial delivery services during the 1988 fiscal year.

TELECOMMUNICATIONS (line 21). Report any separately billed expenditures for all types of telephone services and for services as electronic mail, teleconferencing, telefacsimile, teletype, telex, etc.

CONTRACTED COMPUTER SERVICES (line 22). Report any costs related to purchased library services done for your library or computers by a computerized library network, computerized cooperative library organization, or by a commercial organization providing library services. Telecommunications costs must be included.

ONLINE DATABASE SEARCHING (line 23). Report any expenditures for all reference transactions in which the source utilized one or more databases searched online by computer.

COMPUTER HARDWARE (line 24). Report any costs related to the purchase of computers, printers, or any physical component of the computer.

EDIT CHECK. The calculated sum of lines 20 through 24 must be less than the sum reported on line 19.

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1988

CATEGORY	LINE NO	TOTAL NUMBER ADDED DURING FISCAL YEAR ()	TOTAL FIELD OF Y ()
BOOKS, BOUND SERIALS AND GOVERNMENT DOCUMENTS (INCLUDE BOUND PERIODICALS AND NEWSPAPERS AND EXCLUDE MICROFORMS)	25		
NUMBER OF VOLUMES			
NUMBER OF TITLES*	26		
NUMBER OF GOVERNMENT DOCUMENT TITLES* (NOT REPORTED ON LINES 25 AND 26)	27		
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE PERIODICALS, NEWSPAPERS AND GOVERNMENT DOCUMENTS)	28		
NUMBER OF TITLES*			
MICROFORMS	29		
NUMBER OF BOOK TITLES* REPRESENTED BY MICROFORMS			
NUMBER OF SERIAL TITLES* REPRESENTED BY MICROFORMS	30		
NUMBER OF GOVERNMENT DOCUMENT TITLES* REPRESENTED BY MICROFORMS AND NOT ALREADY COUNTED	31		
TOTAL NUMBER OF PHYSICAL UNITS (NOT TITLES) OF ALL TYPES OF MICROFORMS	32		
MANUSCRIPTS AND ARCHIVES (IN LINEAR FEET)	33		
CARTOGRAPHIC MATERIALS, NUMBER OF UNITS	34		

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1988 (CONTINUED)

GRAPHIC MATERIALS, NUMBER OF UNITS	35		
AUDIO MATERIALS, NUMBER OF TITLES*	36		
FORMS, NUMBER OF TITLES*	37		
VIDEO MATERIALS, NUMBER OF TITLES*	38		
MACHINE READABLE MATERIALS, NUMBER OF TITLES*	39		
OTHER LIBRARY MATERIALS, NUMBER OF TITLES*	40		

PART D - Library Collections, Fiscal Year 1988

TOTAL NUMBER ADDED DURING FISCAL YEAR (Column 1). Report the number of each category added. Do not subtract the number withdrawn.

TOTAL NUMBER HELD AT END OF FISCAL YEAR (Column 2). Report the total number of each category held at end of fiscal year.

VOLUMES (line 25). Report the number of volumes of any printed, typewritten, handwritten, mimeographed, or processed work, contained in any binding or portfolio, hardbound or paperbound, which has been cataloged, classified, or otherwise made ready for use.

TITLES (line 26). Report the number of titles of any publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, disks, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audio and video materials and microforms. Report the number of items for which a separate shelflist entry has been made. (SHEFLIST: A record of materials

library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six monographs for which six shelflist entries have been made count as six titles; and two multivolume sets of the same edition for which one shelflist entry has been made count as one title.

GOVERNMENT DOCUMENT TITLES (line 27). Report the number of materials in book, serial, or other form of library materials that are published by a government agency. These include publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives (e.g. the United Nations, Organizations of American States, and the Erie Basin Commission).

Government documents that are cataloged and shelved with the regular collection should be reported on lines 25 and 26. Only government documents that are organized separately should be reported on line 27.

CURRENT SERIAL SUBSCRIPTIONS (line 28). Report the number of different titles subscribed to, and not the number of individual issues (exclude duplicate subscriptions). Include periodicals, newspapers, and government documents issued serially.

MICROFORMS (lines 29-31). Report the number of different titles of materials for each of the different categories that have been photographically reduced in size for storage, protection, and inexpensive publication purposes, and which must be read with the help of enlarging instruments.

FILMS (line 37). Report the number of titles of films, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per second). Films are produced in a variety of sizes (1, super 1, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, reel).

VIDEO MATERIALS (line 38). Report the number of titles of materials in which both picture and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIALS (line 39). Report the number of titles of materials in a form designed to be processed by a machine, usually a computer, either as input or as output, that have data recorded on them in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and disks, and digital videodisks. These materials exclude computer outputs that are eye-legible or can be read with magnification. Include microcomputer software in this category.

OTHER LIBRARY MATERIALS (line 40). Report here any materials not already included on lines 25-39.

PART E - LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 1988

CATEGORY	LINE NO	NUMBER
ON TRANSACTIONS AL COLLECTION	41	
VE COLLECTION	42	
ARY LOANS ED TO OTHER LIBRARIES	43	
ED FROM OTHER LIBRARIES	44	

PART E - Library Loan Transactions, Fiscal Year 1988

CIRCULATION TRANSACTIONS (lines 41-42). Report the number of items lent from the general (line 41) and reserve (line 42) collections of the library separately, for use usually (although not always) outside the library. These activities include charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

INTERLIBRARY LOANS (lines 43-44). Report the number of transactions in which library materials, or copies of the materials, are made available by one library to another upon request. Loans include both providing (line 43) and receiving (line 44). Libraries involved in these inter-library loans cannot be under the same administration or on the same campus.

CATEGORY	LINE NO	NUMBER
HOURS	45	
LIBRARY	46	
OF LIBRARY MATERIALS	47	
SACTIONS	48	
NSACTIONS	49	
SERVICE TO GROUPS PRESENTATIONS	50	
PERSONS SERVED IN PRESENTATIONS	51	
E SEARCHES	52	

PART F - Library Service Per Typical Week, Fall 1988

Collect data during a typical week in the fall and report the numbers. A typical week is defined as a week in which the library is open its regular hours and contains no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is normally open that period. If data available for an entire year rather than for a typical week, then estimate a weekly count by dividing the annual figure by 52.

PUBLIC SERVICE HOURS (line 45). Report an unduplicated count of both main library and branches using the following method. If a library is open from 9:00 a.m. to 5:00 p.m. Monday through Friday, it should report 40 hours per week. If several of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 and 9:00, the total hours which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42 but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

ATTENDANCE IN LIBRARY (line 46). Report the total number of persons entering the library per typical week, including persons attending activity, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS (line 47). Report the total number of materials utilized in the library but not checked out. These materials include reference books, periodicals, book stock, AND ALL OTHER LIBRARY MATERIALS THAT ARE USED WITHIN the library. (For a method of counting in-library use please refer to Output Measures for Public Libraries-ALA, 1982.)

REFERENCE TRANSACTIONS (line 48). Report the total number of reference transactions. A reference transaction is an information contact which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including computer assisted instruction), catalogs and other holdings, records, and through communication or referral, other libraries and institutions, and persons both inside and outside the library. Include information and referral services. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from a previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

DIRECTION TRANSACTIONS (line 49). Report the number of directional transactions. A directional transaction is a transaction that facilitates the use of the library, its services, or its resources. It does NOT involve the knowledge, use, or management of information. Instruction in the use of any information source is not a directional transaction. Examples of directional transactions include: providing a tour to describe the library, such as schedules, hours of operation, and policy statements. Examples of directional transactions include: providing instruction in locating, within the library, staff, services, and physical features, etc., and giving assistance in the use of library nature with machines.

INFORMATION SERVICE TO GROUPS (line 50-51). Report the total number of presentations (line 50), and the total number of persons served by presentations (line 51). An information contact is one in which a member or person invited by a staff member provides information for a number of persons and planned in advance. Information service groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises should be included as long as they are sponsored by the library. Do not include presentations sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCHES (line 52). Report the number of reference transactions in which the source utilized is one or more databases searched online by a computer. These should also be included on line

EDIT CHECK. If data is reported on line 50, data should also be reported on line 51 and vice versa. The total reported on line 46 must be equal or greater than that reported on line 51.

DEFINITIONS

BOOKS. Nonperiodical printed publications bound in hard or soft cover or in loose-leaf format, of at least forty-nine pages, exclusive of title cover pages, or a juvenile nonperiodical publication of any length bound in hard or soft covers.

BOUND PERIODICALS. A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Do not include newspapers disseminating general news, and the proceedings of papers, or other publications of corporate bodies primarily related to their meetings.

LIBRARY. An organized collection of printed, microform, and audiovisual materials which (a) is administered as one or more units, (b) is located in one or more designated places, and (c) makes printed, microform, and audiovisual materials as well as necessary equipment and services of staff accessible to students and to faculty. This includes units meeting the above definition which are part of a learning resource center.

NEWSPAPERS. Those serials that are designed mainly to be a primary source of written information on current events. They may also include articles

as well as illustrations, advertisements, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

RESERVE COLLECTION. Those materials that have been removed from the general library collection and set aside in a library so that they will be on hand for a certain course of study or activity in process. Usually the circulation and the length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

SERIALS. Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies, they may include monographic and publishers' series.

